Hybrid Professional Master's Degree

Educational Psychopedagogy

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Hybrid Professional Master's Degree

Educational Psychopedagogy

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Technological University**
Teaching Hours: **1,620 h.**
Website: **www.techtitute.com/us/education/hybrid-professional-master-degree/hybrid-professional-master-degree-educational-psychopedagogy**

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01

Introduction

Educational Psychopedagogy has a crucial role in the educational field by merging two fundamental disciplines: psychology and pedagogy. Its importance lies in its ability to understand and address learning and development difficulties in students, allowing the early identification of cognitive, emotional or behavioral obstacles that may interfere with the educational process. In these cases, the teacher must diagnose the problems and implement specific strategies and techniques that facilitate individualized learning. For this reason, TECH has designed an innovative program that incorporates practical experience in a specialized educational environment, with the aim of incorporating the most avant-garde pedagogical strategies into their daily practice.

The Hybrid nature of this program offers the unique combination of theoretical learning with practical experiences, facilitating the application of knowledge in real environments"

Educational Psychopedagogy emerges as an interdisciplinary field, uniting psychology and pedagogy to understand and address the complexities during the learning process. This discipline not only seeks to diagnose this problem, but also focuses on providing concrete strategies and tools to intervene and overcome obstacles that may hinder the academic and personal development of students.

This is why TECH has developed this comprehensive university program, offering, first, a complete and rigorous approach to the theoretical foundations of human learning. In this way, graduates will be immersed in the psychological theories that support learning, as well as in the various stages of human development. To this must be added the acquisition of skills to make comprehensive assessments and accurate diagnostics, investigating the most current research methods.

It will also delve into the understanding and attention to the particular needs of students with disabilities or specific difficulties, promoting inclusive and adaptive strategies in educational settings. In other words, professionals will analyze the development and use of curricular materials adapted to the skills of their students, examining how new technologies can transform and enrich this process.

This theoretical knowledge will be complemented with a practical experience of 3 weeks in an educational center prominent in the field of Educational Psychopedagogy. This will not only allow specialists to assimilate the most successful teaching methods, but also to develop skills to diagnose and intervene in cases of psychological disorders that may affect learning.

During this practical experience, graduates will have a personal tutor, dedicated exclusively to overseeing their stay, dedicating 100% of their time. This proximity will allow them to work with confidence, taking advantage of the latest in educational technology and using the psychopedagogical techniques that have proven to be the most effective to date.

This **Hybrid Professional Master's Degree in Educational Psychopedagogy** contains the most complete and up-to-date educational program on the market. The most important features include:

- Development of more than 100 practical cases presented by teaching professionals experts in Educational Psychopedagogy and university professors with extensive experience in the student with psychological disorders that affect their learning
- Their graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- Presentation of practical workshops on diagnostic and therapeutic techniques in students with psychological disorders and learning difficulties
- 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 accessible from any fixed or portable device with an Internet connection
- Furthermore, you will be able to carry out a internship in one of the best Companies

You will be able to face any educational challenge with solidity and a completely innovative perspective, thanks to this Hybrid Professional Master's Degree"

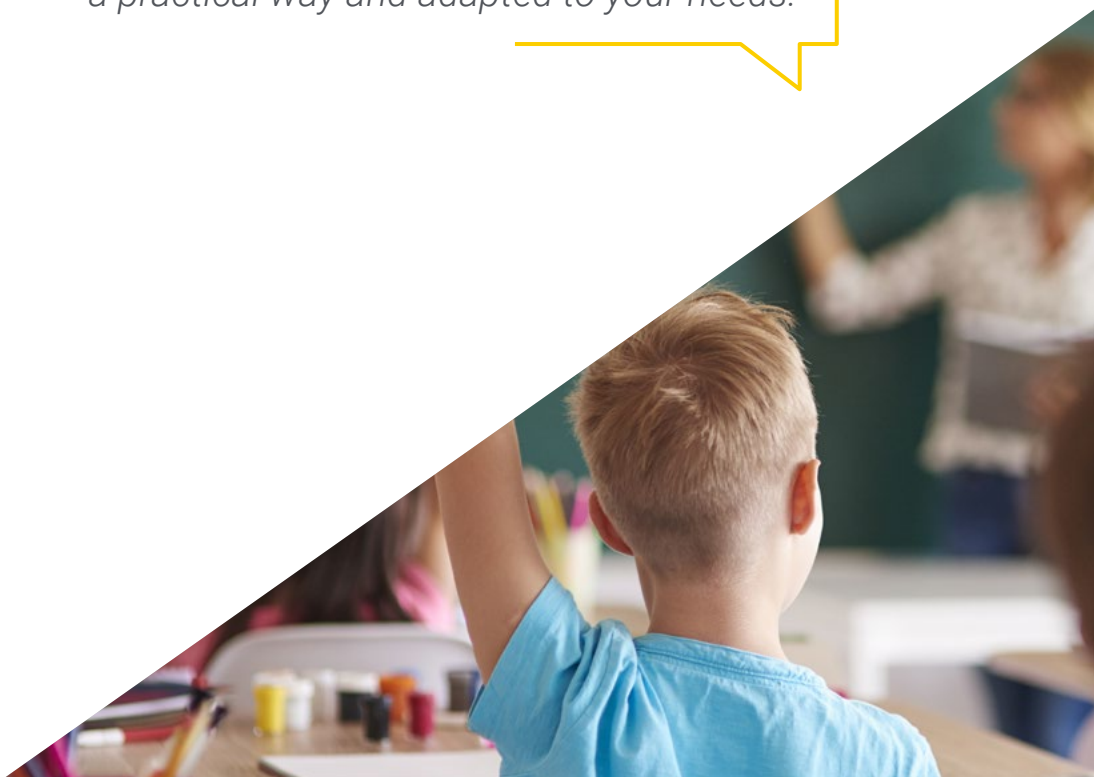
You will make an intensive practical stay of 3 weeks in a prestigious educational center, under the supervision of recognized specialists in Educational Psychopedagogy"

In this proposal for a Hybrid Professional Master's Degree, which is of a professional nature and has a blended approach, the program is aimed at updating teaching professionals who work in educational institutions 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 in psychopedagogical practice, and theoretical elements- will facilitate the updating of knowledge and allow decision-making in patient management.

Thanks to their multimedia content made with the latest educational technology, they will allow the professional psychopedagogue a contextual and situated learning, that is, a simulated environment that will provide an immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

During your practical stay in an educational center you will have at your disposal a personal tutor, who will dedicate 100% of your time.

Thanks to this Hybrid Professional Master's Degree in Educational Psychopedagogy you will be equipped with the skills you need in a practical way and adapted to your needs.



02

Why Study this Hybrid Professional Master's Degree?

This Hybrid Professional Master's Degree in Educational Psychopedagogy represents a unique opportunity for those who aspire to make a significant difference in the educational field. By choosing this academic qualification, the teachers will be immersed in a universe of tools and strategies that will enable them to understand the complexities of the educational process and effectively address learning difficulties. In this way, the graduates will acquire practical skills and updated knowledge, becoming a highly competent professional and trained to face current and future challenges in the field of Educational Psychopedagogy.

Join this transformative journey and set the course for a more inclusive, meaningful and enriching education for all. With the TECH guarantee!"

1. Updating from the Latest Technology Available

The technological advance in Educational Psychopedagogy is fundamental to optimize learning processes. The integration of the latest technology will not only enrich pedagogical strategies, but will also expand the range of tools for understanding, evaluating and addressing learning difficulties. From mobile applications designed to improve specific skills, to virtual platforms that allow the personalization of teaching, technology has become an indispensable ally to adapt and enrich the educational environment.

2. Gaining In-depth Knowledge from the Experience of Top Specialists

The large group of experts who will be present during the practical experience will provide first-rate support and ensure successful learning. Thanks to a dedicated tutor, the students will have the opportunity to interact with real students in an innovative environment. This experience will allow you to integrate into your professional routine the most effective methods in the field of Educational Psychopedagogy.

3. Entering first-class Communication Management environments

Each school available for practical stays has been meticulously chosen by TECH. This will ensure that specialists have access to prestigious educational environments in the field of Educational Psychopedagogy. This careful selection will give the graduates the opportunity to immerse themselves in the day to day of a rigorous and demanding work environment. In addition, it will allow the application of the most effective techniques in pedagogical psychology, enriching the working methodology of professionals.

4. Combining the Best Theory with State-of-the-Art Practice

The academic market is plagued by teaching programs that are poorly adapted to the daily work of the specialist and that require long teaching hours, often not very compatible with personal and professional life. TECH offers a new learning model, 100% practical, which allows you to put yourself at the forefront of innovative procedures in the field of Educational Psychopedagogy and, best of all, bring it to professional practice in just 3 weeks.

5. Opening the door to new opportunities

Exploring the field of Educational Psychopedagogy involves opening the door to a wide range of opportunities. This path translates into the possibility of playing fundamental roles in the design and implementation of innovative educational programs, as well as in the orientation of pedagogical strategies adapted to the individual needs of students. In addition, it opens up new opportunities for research, development of modern and technologically advanced curricular materials, as well as specialized advice to families and communities in diverse educational situations.

You will have full practical immersion at the center of your choice"

03

Objectives

The Hybrid Professional Master's Degree in Educational Psychopedagogy will chart a path of objectives for those seeking to expand their horizons in the educational field. This innovative program will have as its primary goal to provide integral learning, providing graduates with the theoretical and practical tools necessary to understand, diagnose and intervene effectively in the different learning difficulties. In addition, the development of research skills and innovation capacity will be promoted in the application of pedagogical strategies adapted to the diversity of students.

Prepare to lead the way towards a more inclusive, dynamic and enriching education for all"

General Objectives

- The general objective of this Hybrid Professional Master's Degree in Educational Psychopedagogy is to prepare professionals capable of generating a substantial change in the educational environment, promoting inclusion, equity and integral growth of each individual. From a deep understanding of psychological theories to the effective application of assessments and diagnoses, teachers will address the diverse educational needs with empathy and efficiency. This program represents not only a gateway to advanced knowledge, but also a tangible and positive impact on education

You will discover how your psychopedagogical skills can forge a brighter and more equitable educational future"

Specific Objectives

Module 1. Psychological Theories and Stages of Evolutionary Development

- Maintain a holistic view of Human Development and provide the key factors in order to reflect on this area of knowledge
- Describe the characteristics and contributions of the different theoretical models in developmental psychology

Module 2. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- Manage the main theories that explain Human Development Students will know the most relevant Theoretical Positions that explain the changes from birth to adolescence
- Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 3. Measurement, Research, and Educational Innovation

- Investigate and innovate in Counseling Techniques to respond to the new Demands of Society
- Recognize quantitative and qualitative research designs in research planning
- Apply Measurement and Evaluation Techniques and Instruments, as well as Tools for Information Analysis in Psychopedagogical Processes

Module 4. Psychoeducational Attention to Special Educational Needs in the School Context

- Learn to develop Teaching-learning Processes in the Educational, Family, and Social Environment
- Develop Particular Therapies that attend to the circumstances of each child
- Identify assessment and diagnostic techniques and instruments with which to prepare the most appropriate Therapies
- Apply different Models of Intervention in Psychopedagogical Orientation, according to the needs of each Student

Module 5. The Role of the Family and the Community in Inclusive Schooling

- Define the types of Families that exist
- Apply Techniques and Strategies for Intervention with the Diversity of Families
- Explain how to work with these families from the Inclusive School
- Give Guidelines to get families actively involved in the Educational Process of their children
- Analyze the Role of Society in the Inclusive School
- Describe the role of families in Learning Communities
- Develop in students the capacity to elaborate their own methodology and work system

Module 6. Curricular Materials and Educational Technology

- Learn about the New Role of the 2.0 Counselor
- Study the Possibilities of the Internet as a Support for the Educational Field
- Learn ICTs in the Environment of Attention to Diversity

Module 7. Early Intervention

- Support and Reinforce Childhood Care for people with Biological, Psychological, or Social Risks
- Master the basic concepts and tools that will allow early intervention, both to prevent and to face the Biopsychosocial risks that affect childhood
- Gain knowledge of Cognitive, Linguistic, Socio-affective, and Socially at-risk Children's Development
- Recognize the different Intervention Models and Types of Programs, as well as their Evolution

Module 8. Health Education and Psychopedagogy in Hospitals

- Reflect on the Concept of Health and its Socio-political Implications
- Know the Role of the Educator as a Mediator in Health Education
- Define the concept of health education and health promotion and prevention
- Understand Health from the Ecology of Human Development
- Diagnose, plan, implement, and evaluate health education
- Intervene in Hospital and/or Home Settings
- Understand, evaluate, intervene, and improve individual, family, and collective resilience

Module 9. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- Recognize the different Family Models in order to create Specific Dynamics to promote the Well-being of all Family Members
- Value Psychopedagogical and Socio-educational Intervention as a necessary Tool in Situations of Psychosocial Risk for Families
- Discover the necessity of the Intervention of the `Psychopedagogic Psychologist to favor the Relationship between the Family and the School

Module 10. Adaptation to Multiple Intelligence Situations

- Recognize the Different Types of Intelligence
- Learn the Evolutionary Processes of Intelligence Development
- Study the concepts of intelligence and learning in psychoeducational intervention environments

Module 11. Technological Innovation in Education

- Learn about the latest Technological Advances Applicable to Education
- Learn how to implement New Technology in the Curricular Development of Students with SEN

04

Skills

This academic qualification will equip the teachers with precise assessment skills, accurate diagnosis and design of personalized interventions, allowing them to effectively address learning and development difficulties. In addition, communication skills will be promoted, promoting empathic interaction with students, families and communities. This will facilitate constructive collaboration and comprehensive support in the field of education. These competencies, combined with the strategic use of technological tools and the focus on educational innovation, will prepare graduates to contribute significantly to the creation of inclusive and constantly evolving educational environments.

Sign up now and become an influential and visionary agent of change in the field of Educational Psychopedagogy!"

General Skills

- Be able to maintain a reflective and critical behavior in the face of social and psychopedagogical reality, and to favor changes and innovations that lead to improve the quality of individual and social life
- Master Psychopedagogical skills and abilities necessary to promote learning and coexistence in the classroom and other environments through cooperation strategies
- Apply theoretical knowledge and scientific advances in Psychopedagogy to professional practice and research
- Be able to apply the Code of Ethics of the Profession, considering the Rights of Users and Current Legislation

You will carry out accurate assessments and diagnostics, as well as designing and implementing effective psychopedagogical interventions, applying cutting-edge educational technologies"

Specific Skills

- Make a diagnosis directed to the intervention with patients in the social and occupational area of Psychopedagogy
- Develop an Adequate Orientation to Each Circumstance
- Planning psycho-pedagogical research properly
- Use the Qualitative and Quantitative means of Measurement concerning Interventions and Developments
- Incorporate existing work tools, measurement and evaluation tools
- Develop teaching-learning processes in the Educational, Family, and Social Environment
- Implement particular therapies using evaluation and diagnostic techniques and instruments to prepare the most appropriate therapies
- Intervene with all types of families in the educational environment
- Apply Information Techniques with Students with SEN
- Carry out an early detection and intervention plan
- Applying the Dynamics of Family Intervention in Psychosocial Risk Situations
- Intervene between Family and School in a Proactive and Dynamic way
- Implement all existing services for the elderly
- Make a comprehensive assessment on aging
- Determine what kind of intelligence is being worked with and act proportionally
- Develop Intervention and Development Techniques
- Incorporate the latest Technological Advances applicable to education into the Work Method

05

Course Management

The teachers who lead the Hybrid Professional Master's Degree are true visionaries, committed to academic excellence and the comprehensive learning of graduates. These mentors, experts in their respective fields, not only possess a solid theoretical foundation, but also a vast practical experience in prestigious educational environments. Its innovative and updated approach will allow the professionals to address the latest trends and discoveries in psychopedagogy. The passion and dedication of these teachers will turn students into competent professionals in the dynamic world of Educational Psychopedagogy.

Join this select learning group and discover how the guidance of these experts can boost your career in education"

Management

Mr. Alfonso Suárez, Álvaro

- Psychopedagogist specialized in SEN students
- Teacher of educational reinforcement for SEN students
- Social and healthcare technician for people dependent on social institutions
- Social Integration Technician
- Graduate in Psychopedagogy from the University of Laguna

06

Educational Plan

This university program is characterized by its solid and dynamic structure, merging the versatility of online learning with practical experience. The program has been designed to provide a comprehensive view of the most avant-garde pedagogical strategies. As a result, graduates will gain a deep understanding of individual learning needs and develop skills to adapt teaching in an inclusive manner. The combination of innovative tools, together with expert guidance in this field, will ensure up-to-date knowledge and effective application in diverse educational settings.

The content of this academic program will range from theoretical foundations to practical applications. Bet on TECH!"

Module 1. Main psychological theories and stages of evolutionary development

1.1. Main Authors and Psychological Theories of Childhood Development
- 1.1.1. Psychoanalytic Theory of Child Development by S. Freud
- 1.1.2. E. Erikson's Theory of Psychosocial Development
- 1.1.3. Jean Piaget's Theory of Cognitive Development
  - 1.1.3.1. Adaptation: Assimilation and accommodation processes lead to balance
  - 1.1.3.2. Stages of Cognitive Development
  - 1.1.3.3. Sensory-motor Stage (0-2 years)
  - 1.1.3.4. Preoperative stage: Preoperative subperiod (2-7 years)
  - 1.1.3.5. Stage of Concrete Operations (7-11 years)
  - 1.1.3.6. Formal Operations Stage (11-12 years and older)
- 1.1.4. Sociocultural Theory of Lev Vigotsky
  - 1.1.4.1. How do we Learn?
  - 1.1.4.2. Higher Psychological Functions
  - 1.1.4.3. Language as a Mediating Tool
  - 1.1.4.4. Proximal Development Zone
  - 1.1.4.5. Development and Social Context

1.2. Introduction to Early Intervention
- 1.2.1. History of Early Intervention
- 1.2.2. Definition of Early Intervention
  - 1.2.2.1. Levels of Intervention in Early Intervention
  - 1.2.2.2. Main Fields of Action
- 1.2.3. What is a CCDEA
  - 1.2.3.1. Concept of CDIAT
  - 1.2.3.2. Functioning of a CCDEA
  - 1.2.3.3. Professionals and Areas of Intervention

1.3. Developmental Aspects
- 1.3.1. Development from 0-3 years of age
  - 1.3.1.1. Introduction
  - 1.3.1.2. Motorcycle development
  - 1.3.1.3. Cognitive development
  - 1.3.1.4. Language Development
  - 1.3.1.5. Social Development
- 1.3.2. Development from 3-6 years of age
  - 1.3.2.1. Introduction
  - 1.3.2.2. Motor Development
  - 1.3.2.3. Cognitive Development
  - 1.3.2.4. Language Development
  - 1.3.2.5. Social Development

1.4. Milestones of Alarm in Child Development

1.5. Cognitive and Socio-affective Development from 7 to 11 Years of Age

1.6. Cognitive Development during Adolescence and early Adulthood

Module 2. Assessment, Diagnosis, and Psycho-pedagogical Orientation

2.1. Guidance and psychopedagogical intervention: Concept, disciplinary area, object of study and trajectory
- 2.1.1. Concept and Functions of Educational Diagnosis Qualities of the Diagnostician
  - 2.1.1.1. Concept of Educational Diagnosis
  - 2.1.1.2. Functions of Educational Diagnosis
  - 2.1.1.3. Qualities of the Diagnostician
- 2.1.2. Dimensions, Scopes, and Areas of Action
  - 2.1.2.1. Dimensions in Psychopedagogical Intervention
  - 2.1.2.2. Spheres and Areas of Intervention

2.2. Psychopedagogic Evaluation: Role and nature of the evaluation
- 2.2.1. Concept, Purpose, and Context
  - 2.2.1.1. Concept of Psychopedagogical Assessment
  - 2.2.1.2. Purpose of the Psychopedagogical Assessment
  - 2.2.1.3. Context of the Evaluation
- 2.2.2. Psycho-pedagogical evaluation procedure: Evaluation in the School and Family Context
  - 2.2.2.1. Psychopedagogical Evaluation Procedure
  - 2.2.2.2. Evaluation in the School Context
  - 2.2.2.3. Evaluation in the Family Context

2.3. Psychological and pedagogical diagnosis: Concept, possibilities and delimitation in the framework of psychopedagogical action
- 2.3.1. The Diagnostic Process and Stages
  - 2.3.1.1. Diagnostic Process
  - 2.3.1.2. Stages of Diagnosis

2.4. Psychopedagogical Evaluation Process according to Different Spheres of Action
- 2.4.1. Evaluation as a process
- 2.4.2. Areas of action and areas of intervention and evaluation in the school and family context
  - 2.4.2.1. Scope and Spheres of Action
  - 2.4.2.2. Evaluation Process at School
  - 2.4.2.3. Evaluation Process in Family Settings

2.5. Design and Phases in the Psychopedagogical Evaluation
- 2.5.1. Psychopedagogical Evaluation Procedure and Phases
  - 2.5.1.1. Psychopedagogical Evaluation Procedure
  - 2.5.1.2. Psychopedagogical Evaluation Phases

2.6. Psychopedagogical Evaluation Techniques and Tools
- 2.6.1. Techniques and Instruments of Qualitative and Quantitative Evaluation
  - 2.6.1.1. Qualitative Assessment Techniques and Instruments
  - 2.6.1.2. Quantitative Evaluation Techniques and Instruments

2.7. Psychopedagogical Evaluation at School
- 2.7.1. Evaluation in Classroom, School and Family Settings
  - 2.7.1.1. Assessment in the Classroom Context
  - 2.7.1.2. Assessment in the Center Context
  - 2.7.1.3. Assessment in the Family Context

2.8. Returning Information and Follow-up
- 2.8.1. Return of information and follow-up
  - 2.8.1.1. Return
  - 2.8.1.2. Monitoring

2.9. Psychopedagogical Guidance Models
- 2.9.1. Clinical Model, Consultation Model, and Program Model
  - 2.9.1.1. Clinical Model
  - 2.9.1.2. Consultation Model
  - 2.9.1.3. Program Model

2.10. School Guidance: Tutorial and family orientation
- 2.10.1. School Guidance and the Tutorial Function: Tutorial Action Plan
  - 2.10.1.1. School Guidance
  - 2.10.1.2. Tutorial Function
  - 2.10.1.3. Tutorial Action Plan

2.11. Vocational, Professional and Career Guidance
- 2.11.1. Vocational/Professional/Labor Orientation and Maturity: Approaches and Interests
  - 2.11.1.1. Vocational Orientation and Maturity
  - 2.11.1.2. Professional Guidance and Maturity
  - 2.11.1.3. Career Guidance and Maturity
  - 2.11.1.4. Approaches and Interests

2.12. Guidance in Social, Health, Vulnerability or Social Exclusion Contexts
- 2.12.1. Concept, Purpose and Social, Health, Vulnerability or Social Exclusion Contexts: Orientation Guidelines
  - 2.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
  - 2.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

Module 3. Measurement, Research, and Educational Innovation

3.1. Introduction to Education Research and Innovation
- 3.1.1. Relationship Between Innovation and Research: The need for Research and Innovation in Education
  - 3.1.1.1. Innovation Concept
  - 3.1.1.2. Research Concept
  - 3.1.1.3. Relationship Between Innovation and Research
  - 3.1.1.4. The Need for Research and Innovation in Education

3.2. Research Planning I
- 3.2.1. Modalities of Educational Research and Innovation
  - 3.2.1.1. Quantitative Approach
  - 3.2.1.2. Qualitative Approach
- 3.2.2. Stages of the Research and Innovation Process

3.3. Research Planning II
- 3.3.1. Planning and Development of the Research or Field Work: Dissemination of Results
  - 3.3.1.1. Planning of the Research or Field Work
  - 3.3.1.2. Development of the research or fieldwork
  - 3.3.1.3. Dissemination of Results

3.4. Selecting a Topic and Drafting a Paper
  3.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework Project and Final Report
    3.4.1.1. Selection of the study topic
    3.4.1.2. Elaboration of the Theoretical Framework
    3.4.1.3. Project and Final Report
3.5. Quantitative Designs I
  3.5.1. Experimental Designs, Intergroup Designs, and Intragroup Designs
    3.5.1.1. Experimental Designs
    3.5.1.2. Intergroup Designs
    3.5.1.3. Intragroup Designs
3.6. Quantitative Designs II
  3.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
    3.6.1.1. Quasi-Experimental Designs
    3.6.1.2. Descriptive Designs
    3.6.1.3. Correlational Designs
3.7. Qualitative Designs
  3.7.1. Conceptualization and Modalities of Qualitative Research
    3.7.1.1. Conceptualization of Qualitative Research
    3.7.1.2. Ethnographic Research
    3.7.1.3. The Case Study
    3.7.1.4. Biographical-narrative Research
    3.7.1.5. Grounded Theory
    3.7.1.6. Action Research
3.8. Innovative Methodologies
  3.8.1. Educational Innovation for School Improvement: Innovation and ICT
    3.8.1.1. Educational Innovation for School Improvement
    3.8.1.2. Innovation and ICT
3.9. Measurement and Evaluation: Techniques, Tools and Information Gathering I
  3.9.1. The collection of information: Measurement and evaluation. Data Collection Techniques and Instruments
    3.9.1.1. Data Collection: Measurement and Evaluation
    3.9.1.2. Data Collection Techniques and Tools
3.10. Measurement and evaluation: Techniques, tools and information gathering II
  3.10.1. Research Tools: The tests
  3.10.2. Reliability and validity: Technical requirements for assessment tools in education
    3.10.2.1. Reliability
    3.10.2.2. Validity
3.11. Quantitative Information Analysis
  3.11.1. Statistical Analysis. Research Variables and Hypotheses
    3.11.1.1. Statistical Analysis
    3.11.1.2. Variables
    3.11.1.3. Hypotheses
    3.11.1.4. Descriptive Statistics
    3.11.1.5. Inferential Statistics
3.12. Qualitative Information Analysis
  3.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
    3.12.1.1. General Process of Qualitative Analysis
    3.12.1.2. Criteria of Scientific Rigor
  3.12.2. Categorization and Coding of Data
    3.12.2.1. Data Categorization
    3.12.2.2. Data Coding

Module 4. Psychoeducational Attention to Special Educational Needs in the School Context

4.1. Educational needs in Inclusive Education and the Role Played by Psychopedagogy
  4.1.1. Psychoeducational Care and Psychopedagogical Intervention. Integration, Diversity, and Inclusive Education
    4.1.1.1. Psychoeducational and Psychopedagogical Care
    4.1.1.2. Integration, Diversity, and Inclusion
    4.1.1.3. Specific Educational Needs
4.2. Diversity policy framework I: Guidance system and action plans
  4.2.1. Tutorial Action Plans and Academic and Vocational Guidance Plans
    4.2.1.1. Tutorial Attention Plans
    4.2.1.2. Academic and Vocational Guidance Plans

4.2.2. Professional Structure: Educational and psycho-pedagogical guidance teams and guidance department
4.2.2.1. EOEP
4.2.2.2. Guidance Departments
4.3. Diversity policy framework II: Attention to Diversity Measures
4.3.1. Attention to Diversity Measures: Organizing Center Resources and Diversity Plan
4.3.1.1. Organization of Resources
4.3.1.2. Plan of Attention to Diversity
4.4. Learning Competency Development
4.4.1. The Concept of Learning and Competence for Study. Emotional Intelligence and Social Competence at School
4.4.1.1. Learning and Study Competence
4.4.1.2. Emotional and Social Intelligence
4.5. Learning Difficulties
4.5.1. Definition of Learning Difficulties. Historical Development
4.5.1.1. Concept of DA
4.5.1.2. Historical Development
4.6. Learning Difficulties in Literacy
4.6.1. Reading Difficulties Dyslexia and Dysorthographia
4.6.1.1. DA Concept of Reading
4.6.1.2. Dyslexia
4.6.1.3. Dysorthographia
4.7. Learning Difficulties in Mathematics
4.7.1. Definition of Learning Difficulties in Mathematics. Assessment, Diagnosis, and Intervention
4.7.1.1. Concept of DA in Mathematics Learning
4.7.1.2. Assessment
4.7.1.3. Diagnosis
4.7.1.4. Intervention
4.8. Attention Deficit Hyperactivity Disorder (ADHD) Students
4.8.1. Attention Deficit Hyperactivity Disorder (ADHD) Profile
4.8.2. ADHD Needs Assessment and Educational Intervention
4.8.2.1. Needs Assessment in ADHD
4.8.2.2. Educational Intervention in ADHD
4.9. High Intellectual Capacity Students
4.9.1. The Profile of High Intellectual Ability
4.9.2. Needs Assessment in High Intellectual Abilities and Educational Intervention
4.9.2.1. Assessment
4.9.2.2. Intervention
4.10. Late Entry Students in the Education System and the Educational Compensation System
4.10.1. Concept of Late Incorporation to the Educational System and the Need for Compensatory Education. Educational Compensation Measures
4.10.1.1. Concept of Late Incorporation into the Educational System
4.10.1.2. Concept of Compensatory Need
4.10.1.3. Educational Compensation Measures
4.11. Students with Behavioral Disorders
4.11.1. Profile of Autism Spectrum Disorder (ASD) within severe Behavioral Disorders. Assessment and Intervention
4.11.1.1. ASD Profile
4.11.1.2. ASD Assessment
4.11.1.3. Intervention
4.12. Disabled Students
4.12.1. Intellectual, Sensory, and Motor Disabilities
4.12.1.1. Intellectual Disability
4.12.1.2. Sensory Disability
4.12.1.3. Motor Disability

Module 5. The Role of the Family and the Community in Inclusive Schooling

5.1. The Diversity of Current Family Models
5.1.1. Definition of Family Concept
5.1.2. Evolution of Family Concept
5.1.2.1. The Family in the 21st Century
5.1.3. Family Models
5.1.3.1. Types of Family Models
5.1.3.2. Educational Styles in Family Models
5.1.4. Educational Attention to the Different Family Models

5.2. Family Involvement in the School
- 5.2.1. The Family and the School as Developmental Environments
- 5.2.2. The Importance of Cooperation between Educational Agents
  - 5.2.2.1. The Management Team
  - 5.2.2.2. The Teaching Team
  - 5.2.2.3. The Family
- 5.2.3. Types of Family Participation
  - 5.2.3.1. Direct Participation
  - 5.2.3.2. Indirect Participation
  - 5.2.3.3. Non-Participation
- 5.2.4. Parent Schools
- 5.2.5. The Parent-Teacher Association (PTA)
- 5.2.6. Difficulties in Participation
  - 5.2.6.1. Intrinsic Participation Difficulties
  - 5.2.6.2. Extrinsic Participation Difficulties
- 5.2.7. How to Improve Family Participation

5.3. The Family and the School as Developmental Environments

5.4. Society and Inclusive School

5.5. Learning Communities
- 5.5.1. Conceptual Framework of Learning Communities
- 5.5.2. Characteristics of Learning Communities
- 5.5.3. Creation of a Learning Community

5.6. Creation of a Learning Community

Module 6. Curricular Materials and Educational Technology

6.1. Educational Guidance in the Information Society
- 6.1.1. Educational Guidance and New Competences of the Guidance Counselor in the Framework of Information Technologies
  - 6.1.1.1. New Concept of Educational Guidance in the Framework of the Information Society
  - 6.1.1.2. New Competencies of the Guidance Counselor

6.2. Materials and Media as Teaching and Learning Support
- 6.2.1. Curricular Materials, Methodological Principles for its Use and Evaluation
  - 6.2.1.1. Curricular Materials for the Improvement of the TeachingLearning Process
  - 6.2.1.2. Characteristics and Types of Curricular Materials
  - 6.2.1.3. Use and Evaluation of different types of Curricular Materials
  - 6.2.1.4. Educational Technology

6.3. Curricular Materials for New Teaching and Learning Methodologies and Education Innovation I
- 6.3.1. Student-centered Learning, from Planned Curriculum to Curriculum in Action
  - 6.3.1.1. New Learner-centered Educational Paradigm
  - 6.3.1.2. Planned Curriculum and Curriculum in Action
- 6.3.2. The Concept of Educational Innovation and New Educational Methodologies
  - 6.3.2.1. Educational Innovation
  - 6.3.2.2. Cooperative Learning

6.4. Curricular Materials for New Teaching and Learning Methodologies and Education Innovation II
- 6.4.1. Problem-Based Learning, Thinking Culture, Project-Oriented Learning, Gamification, and the *Flipped Classroom*
  - 6.4.1.1. Problem-based Learning
  - 6.4.1.2. Thinking Culture
  - 6.4.1.3. Project-oriented Learning
  - 6.4.1.4. Gamification
  - 6.4.1.5. *Flipped Classroom*

6.5. Information Society (IS): ICTs in education
- 6.5.1. Challenges of Education in the Information Society: Training Citizens in Media Education
  - 6.5.1.1. ICT
  - 6.5.1.2. New Reality in the Information Society
  - 6.5.1.3. Educational Challenges in the Information Society
  - 6.5.1.4. Media Education

6.6. Curricular Integration of ICT
- 6.6.1. Integration of ICT as an Object of Study, Institutional Integration, and Didactic Integration
  - 6.6.1.1. ICT as an Object of Study
  - 6.6.1.2. Institutional Integration of ICT
  - 6.6.1.3. ICTs in the School Curriculum and Didactic Integration

6.7. Internet in learning: School 2.0. and *e-learning* models
- 6.7.1. Concept and Characteristics of 2.0. Schools. *E-Learning* and *B-Learning* Vocational Training and Online University. MOOCs
  - 6.7.1.1. School 2.0.
  - 6.7.1.2. *e-Learning* and *b-Learning*
  - 6.7.1.3. Online Training
  - 6.7.1.4. MOOCs
- 6.7.2. Possibilities offered by the Internet for the Communication and Professional Development of Educators
  - 6.7.2.1. Communication and Professional Development of Educators on the Internet

6.8. Personal Learning Environments (PLE) in Lifelong Learning
- 6.8.1. PLE Definition, Characteristics and Elements
  - 6.8.1.1. Lifelong Learning
  - 6.8.1.2. Personal Learning Environments, Definition and Characteristics
  - 6.8.1.3. Fundamental elements and construction of a PLE
- 6.8.2. The PLE in the Work of the Counselor
  - 6.8.2.1. Use of PLE in the Guidance Function

6.9. Audiovisual Media in Education
- 6.9.1. Characteristics of Audiovisual Media in Education. Sound Resources, Podcast, and the Radio in the School. Image Resources
  - 6.9.1.1. Characteristics of Audiovisual Media in Education
  - 6.9.1.2. Sound Resources
  - 6.9.1.3. Podcast and Radio in School
  - 6.9.1.4. Image Resources
  - 6.9.1.5. Audiovisual Material Design and Production

6.10. Vocational and Career Guidance using ICT
- 6.10.1. ICT in Vocational and Career Guidance Processes in High School. Orienta Program and Web Platforms

6.10.1.1. ICT in Vocational and Professional Orientation Processes in Middle School

6.10.1.2. Orienta Program for Middle School Students

6.10.1.3. Web Platforms for Vocational and Career Guidance (MyWayPass)

6.11. Developing Multimedia Materials for Tutoring and Academic Guidance
- 6.11.1. The Concept of Web 2.0. Web Pages, WebQuest, Blogs, and Wikis. Multimedia Materials for Tutoring
  - 6.11.1.1. Web 2.0.
  - 6.11.1.2. *Webquest*
  - 6.11.1.3. Blogs
  - 6.11.1.4. *Wikis*
  - 6.11.1.5. Multimedia Materials for Tutoring

6.12. Curricular Materials for Attention to Diversity
- 6.12.1. Materials for the Attention to Diversity and Materials for Diagnosis and Evaluation ICT in the Attention to Diversity
  - 6.12.1.1. Materials for the Attention to Diversity
  - 6.12.1.2. Materials for Diagnosis and Evaluation
  - 6.12.1.3. ICT for the Attention to Diversity

Module 7. Early Intervention

7.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
- 7.1.1. Concept of Early Care
- 7.1.2. Historical Evolution of Early Care
- 7.1.3. Relationship between Development and Early Learning

7.2. Prevention and Main Areas in Early Care
- 7.2.1. Phases in the Research Process. Spheres and Agents
  - 7.2.1.1. Phases in the Research Process in Early Care
  - 7.2.1.2. Spheres in Early Care
  - 7.2.1.3. Early Care Agents
- 7.2.2. Child Development and Early Care Centers

7.3. Neurodevelopment during the First Years of Life
- 7.3.1. Major Biological and Social Risk Factors. Compensation Tools
  - 7.3.1.1. Main Biological Risk Factors
  - 7.3.1.2. Main Social Risk Factors
  - 7.3.1.3. Compensation Tools
- 7.3.2. Plasticity and Brain Function
  - 7.3.1.1. Concept of Brain Plasticity
  - 7.3.1.2. Brain Function

7.4. Psychoeducational Early Intervention in Social-Cognitive Development
- 7.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 years old
  - 7.4.1.1. Theoretical Approaches to Cognitive Development
  - 7.4.1.2. Cognitive Development from 0 to 6 years old
- 7.4.2. The Preoperational Period
  - 7.4.2.1. Development in the Preoperational Period

7.5. Psychoeducational Early Intervention in Social-Linguistic Development
- 7.5.1. Early Language Development, Warning Signs, and Early Language Intervention
  - 7.5.1.1. Early Language Development
  - 7.5.1.2. Warning Signs during Early Language Development
  - 7.5.1.3. Early Language Intervention

7.6. Psychoeducational Early Intervention in Socio-Affective Competence
- 7.6.1. Social-emotional Development and Early Intervention in Social-emotional Development
  - 7.6.1.1. Social-emotional Development
  - 7.6.1.2. Social Contexts and Interactions in Childhood
  - 7.6.1.2. Early Intervention in Social-emotional Development

7.7. Early Psychoeducational Intervention in Children at Social Risk
- 7.7.1. Situations of Social Risk. Typology of Maltreatment during Childhood
  - 7.7.1.1. Social Risk in Childhood
  - 7.7.1.2. Types of Maltreatment During Childhood
- 7.7.2. Methodological and Adaptation Strategies in Risk Situations
  - 7.7.2.1. Early Intervention Strategies
  - 7.7.2.2. Adaptation and Coping Strategies in Social Risk Situations

7.8. Early Care Intervention Programs
- 7.8.1. Intervention Models and Types of Early Care Programs. Assessment
  - 7.8.1.1. Early Intervention Models
  - 7.8.1.2. Types of Early Care Programs
  - 7.8.1.3. Program Evaluation in Early Care

Module 8. Health Education and Psychopedagogy in Hospitals

8.1. Definition of health and international agencies
- 8.1.1. Definition of Health
- 8.1.2. International Organizations
- 8.1.3. Local Entities BORRAR

8.2. Constructivism and Pedagogical Model in the Health Field
- 8.2.1. Constructivism
- 8.2.2. Role of the Professional as a Mediator in Health Education
- 8.2.3. Role of the Mediator in Health Education

8.3. Multiculturalism and Interculturalism
- 8.3.1. Multiculturalism
- 8.3.2. Interculturality

8.4. Affective Intelligence and Spiritual Intelligence
- 8.4.1. Affective Intelligence
- 8.4.2. Spiritual Intelligence

8.5. Health Education, Health Promotion, and Prevention of Disease
- 8.5.1. Health Education
- 8.5.2. Health promotion
- 8.5.3. Disease Prevention

8.6. Public Health and Lifestyles. Ecology of Human Development
- 8.6.1. Public Health and Lifestyles
- 8.6.2. Ecology of Human Development

8.7. Conceptualization and Phases of Health Education Projects
- 8.7.1. Conceptualization of Health Education Projects
- 8.7.2. Phases of Health Education Projects

8.8. Diagnosis, Planning, Implementation, and Evaluation of Health Education Projects
- 8.8.1. Diagnosis
- 8.8.2. Education
- 8.8.3. Implementation
- 8.8.4. Assessment

8.9. Hospital Pedagogy, Hospital Classrooms, and Home Care
- 8.9.1. Hospital Pedagogy
- 8.9.2. Hospital Classrooms
- 8.9.3. Home Care

8.10. Building a Collaborative Context and Network Intervention in Psychopedagogical Work in Health Risk Situations
- 8.10.1. Building a Collaborative Context
- 8.10.2. Network Intervention

8.11. Resilience
- 8.11.1. Individual Resilience
- 8.11.2. Family Resilience
- 8.11.3. Social Resilience

Module 9. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

9.1. Construction of the Concept of Family
- 9.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
  - 9.1.1.1. The Family as a context for Human Development
  - 9.1.1.2. Family Functions
  - 9.1.1.3. Family Dynamics and Rules
  - 9.1.1.4. Roles within the Family Context

9.2. Evolution of Family Institution
- 9.2.1. Social Changes and New Forms of Family Coexistence
  - 9.2.1.1. The Influence of Social Changes on the Family
  - 9.2.1.2. New Family Forms
- 9.2.2. Family Educational Styles
  - 9.2.2.1. Democratic Style
  - 9.2.2.2. Authoritarian Style
  - 9.2.2.3. Negligent Style
  - 9.2.2.4. Indulgent Style

9.3. Families at Psychosocial Risk
- 9.3.1. Psychosocial Psychosocial Risk Assessment Criteria and Families at Psychosocial Risk
  - 9.3.1.1. What is Psychosocial Risk?
  - 9.3.1.2. Psychosocial Risk Assessment Criteria
  - 9.3.1.3. Families in Psychosocial Risk Situation
- 9.3.2. Risk Factors vs. of Protection Factors
  - 9.3.2.1. Risk Factors
  - 9.3.2.2. Protective Factors

9.4. Processes of Orientation and Psycho-Pedagogical Intervention
- 9.4.1. Conceptualization of Psycho-Pedagogical Intervention and Models of Psycho-Pedagogical Intervention
  - 9.4.1.1. Concept of Psychopedagogical Intervention in the Family Environment
  - 9.4.1.2. Models of Psychopedagogical Intervention
- 9.4.2. Addressees, Areas, and Contexts of Psychopedagogical Intervention
  - 9.4.2.1. Addressees of the Psychopedagogical Intervention
  - 9.4.2.2. Areas of the Psychopedagogical Intervention
  - 9.4.2.3. Contexts of the Psychopedagogical Intervention

9.5. Socio-Educational Intervention in Families I
- 9.5.1. Concept, Foundations and Models of Family SocioEducational Intervention
  - 9.5.1.1. The Socio-educational Intervention with Families
  - 9.5.1.2. Principles of Psychoeducational Intervention with Families
  - 9.5.1.3. Foundations of socio-educational intervention with families: Elements, criteria to be taken into account and levels of intervention
  - 9.5.1.4. Models of Socio-educational Intervention with Families

9.6. Socio-Educational Intervention in Families II
- 9.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
  - 9.6.1.1. Educational Teams of Family Intervention
  - 9.6.1.2. Professional Skills
  - 9.6.1.3. Tools and Techniques

9.7. Intervention in Situations of Risk and Child Abuse in the Family
- 9.7.1. Conceptualization and Typology of Child Abuse
  - 9.7.1.1. The Concept of Child Abuse
  - 9.7.1.2. Types of Child Maltreatment

9.7.2. Actions Against Child Abuse
9.7.2.1. Detection, Assessment, and Care
9.7.2.2. Protocols
9.8. Collaborative Frameworks Between Family and School
9.8.1. Family and School as Collaborative Environments. Forms of Family Involvement at School
9.8.1.1. Family and School as Collaborative Environments
9.8.1.2. Forms of Family Participation in the School
9.8.1.3. Parenting School and Parental Education
9.9. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
9.9.1. The family as a context of human development
9.9.2. Family Functions
9.9.3. Family Dynamics and Rules
9.9.4. Roles within the Family Context
9.10. Social Changes and New Forms of Family Coexistence
9.10.1. The Influence of Social Changes on the Family
9.10.2. New Family Forms
9.11. Family Educational Styles
9.11.1. Democratic Style
9.11.2. Authoritarian Style
9.11.3. Negligent Style
9.11.4. Indulgent Style
9.12. Psychosocial Psychosocial Risk Assessment Criteria and Families at Psychosocial Risk
9.12.1. What is Psychosocial Risk?
9.12.2. Psychosocial Risk Assessment Criteria
9.12.3. Families in Psychosocial Risk Situation
9.13. Risk Factors vs. of Protection Factors
9.13.1. Risk Factors
9.13.2. Protective Factors
9.14. Conceptualization of Psychoeducational Intervention and Models of Psychoeducational Intervention in the Family Environment
9.14.1. Concept of Psychopedagogical Intervention in the Family Environment
9.14.2. Models of Psychopedagogical Intervention
9.15. Addressees, Areas, and Contexts of Psychopedagogical Intervention
9.15.1. Addressees of the Psychopedagogical Intervention
9.15.2. Areas of the Psychopedagogical Intervention
9.15.3. Contexts of the Psychopedagogical Intervention
9.16. Concept, Foundations, and Models of Socio-educational Intervention with Families
9.16.1. The Socio-educational Intervention with Families
9.16.2. Principles of Psychoeducational Intervention with Families
9.16.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
9.16.4. Models of Socio-educational Intervention with Families
9.17. Educational Teams of Socio-educational Intervention with Families, Professional Skills, and Instruments and Techniques
9.17.1. Educational Teams of Family Intervention
9.17.2. Professional Skills
9.17.3. Tools and Techniques
9.18. Conceptualization and Typology of Child Maltreatment in the Family
9.18.1. The Concept of Child Abuse
9.18.2. Types of Child Maltreatment
9.19. Actions in the Face of Child Maltreatment in the Family
9.19.1. Detection, Assessment, and Care
9.19.2. Protocols
9.20. Family and School as Collaborative Environments. Forms of Family Involvement at School
9.20.1. Family and School as Collaborative Environments
9.20.2. Forms of Family Participation in the School
9.20.3. Parenting School and Parental Education

Module 10. Adaptation to Multiple Intelligence Situations

10.1. Neuroscience
10.1.1. Introduction
10.1.2. Concept of Neuroscience

10.1.3. Neuromyths
10.1.3.1. We only use 10% of the Brain
10.1.3.2. Right Brain vs. Left Brain
10.1.3.3. Learning Styles
10.1.3.4. Male Brain vs. Female Brain
10.1.3.5. Critical Learning Periods
10.2. The Brain
10.2.1. Brain Structures
10.2.1.1. Cerebral Cortex
10.2.1.2. Cerebellum
10.2.1.3. Basal Ganglia
10.2.1.4. Limbic System
10.2.1.5. Brainstem
10.2.1.6. Thalamus
10.2.1.7. Spinal Cord
10.2.1.8. Main Functions of the Brain
10.2.2. Triune Model
10.2.2.1. The Reptilian Brain
10.2.2.2. The Emotional Brain
10.2.2.3. The Neocortex
10.2.3. Bilateral Model
10.2.3.1. The Right Hemisphere
10.2.3.2. The Left Hemisphere
10.2.3.3. Functioning of the Cerebral Hemispheres
10.2.4. Cognitive Brain and Emotional Brain
10.2.4.1. The Rational Brain
10. 2.4.2. The Emotional Brain
10.2.5. Neurons
10.2.5.1. What are they?
10.2.5.2. Neuronal Pruning
10.2.6. What are Neurotransmitters?
10.2.6.1. Dopamine
10.2.6.2. Serotonin
10.2.6.3. Endorphin
10.2.6.4. Glutamate
10.2.6.5. Acetylcholine
10.2.6.6. Norepinephrine
10.3. Neuroscience and Learning
10.3.1. What is learning?
10.3.1.1. Learning as Accumulation of Information
10.3.1.2. Learning as Interpretation of Reality
10.3.1.3. Learning as Action
10.3.2. Mirror Neurons
10.3.2.1. Learning by Example
10.3.3. Levels of Learning
10.3.3.1. Bloom's Taxonomy
10.3.3.2. SOLO Taxonomy
10.3.3.3. Levels of Knowledge
10.3.4. Learning Styles
10.3.4.1. Convergent
10.3.4.2. Divergent
10.3.4.3. Accommodating
10.3.4.4. Assimilator
10.3.5. Types of Learning
10.3.5.1. Implicit Learning
10.3.5.2. Explicit Learning
10.3.5.3. Associative Learning
10.3.5.4. Significant Learning
10.3.5.5. Cooperative Learning
10.3.5.6. Cooperative Learning
10.3.5.7. Emotional Learning
10.3.5.8. Rote Learning
10.3.5.9. Discovery Learning
10.3.6. Competencies for Learning
10.4. Multiple intelligences
10.4.1. Definition
10.4.1.1. According to Howard Gardner
10.4.1.2. According to other Authors

10.4.2. Classification
10.4.2.1. Linguistic Intelligence
10.4.2.2. Logical-mathematical Intelligence
10.4.2.3. Spatial Intelligence
10.4.2.4. Musical Intelligence
10.4.2.5. Body and Kinesthetic Intelligence
10.4.2.6. Intrapersonal Intelligence
10.4.2.7. Interpersonal Intelligence
10.4.2.8. Naturopathic Intelligence
10.4.3. Multiple Intelligences and Neurodidactics
10.4.4. How to Work the IIMM in the Classroom
10.4.5. Advantages and Disadvantages of Applying the IIMM in Education
10.5. Neuroscience– Education
10.5.1. Neuroeducation
10.5.1.1. Introduction
10.5.1.2. What is Neuroeducation?
10.5.2. Brain Plasticity
10.5.2.1. Synaptic Plasticity
10.5.2.2. Neurogenesis
10.5.2.3. Learning, Environment, and Experience
10.5.2.4. The Pygmalion Effect
10.5.3. Memory
10.5.3.1. What is Memory?
10.5.3.2. Types of Memory
10.5.3.3. Levels of Processing
10.5.3.4. Memory and Emotion
10.5.3.5. Memory and Motivation
10.5.4. Emotion
10.5.4.1. Binomial Emotion and Cognition
10.5.4.2. Primary Emotions
10.5.4.3. Secondary Emotions
10.5.4.4. Functions of Emotions
10.5.4.5. Emotional States and Implication in the Learning Process
10.5.5. Attention
10.5.5.1. Attentional Networks
10.5.5.2. Relationship between Attention, Memory, and Emotion
10.5.5.3. Executive Attention
10.5.6. Motivation
10.5.6.1. The 7 stages of School Motivation
10.5.7. Contributions of Neuroscience to Learning
10.5.8. What is Neurodidactics?
10.5.9. Contributions of Neurodidactics to Learning Strategies
10.6. Neuroeducation in the Classroom
10.6.1. The figure of the Neuroeducator
10.6.2. Neuroeducational and Neuropedagogical Importance
10.6.3. Mirror Neurons and Teacher Empathy
10.6.4. Empathic Attitude and Learning
10.6.5. Classroom Applications
10.6.6. Classroom Organization
10.6.7. Proposal for Classroom Improvement
10.7. Playing and New Technologies
10.7.1. Etymology of the game
10.7.2. Benefits of Playing
10.7.3. Learning by Playing
10.7.4. The Neurocognitive Process
10.7.5. Basic Principles of Educational Games
10.7.6. Neuroeducation and Board Games
10.7.7. Educational Technology and Neuroscience
10.7.7.1. Integration of Technology in the Classroom
10.7.8. Development of Executive Functions
10.8. Body and Brain
10.8.1. The Connection between Body and Brain
10.8.2. The Social Brain
10.8.3. How do we prepare the Brain for Learning?
10.8.4. Feeding
10.8.4.1. Nutritional Habits

10.8.5. Rest
10.8.5.1. Importance of Sleep in Learning
10.8.6. Exercise
10.8.6.1. Physical Exercise and Learning
10.9. Neuroscience and School Failure
10.9.1. Benefits of Neuroscience
10.9.2. Learning Disorders
10.9.3. Elements for a Success-oriented Pedagogy
10.9.4. Some suggestions for improving the Learning Process
10.10. Reason and Emotion
10.10.1. The Binomial Reason and Emotion
10.10.2. What are Emotions good for?
10.10.3. Why Educate Emotions in the Classroom
10.10.4. Effective Learning through Emotions

Module 11. Technological Innovation in Teaching

11.1. Advantages and Disadvantages of the Use of Technology in Education
11.1.1. Technology as a Means of Education
11.1.2. Advantages of Use
11.1.3. Inconveniences and Addictions
11.2. Educational Neurotechnology
11.2.1. Neuroscience
11.2.2. Neurotechnology
11.3. Programming in Education
11.3.1. Benefits of Programming in Education
11.3.2. Scratch Platform
11.3.3. Confection of the First Hello World
11.3.4. Commands, Parameters and Events
11.3.5. Export of Projects
11.4. Introduction to the Flipped Classroom
11.4.1. What it is Based On?
11.4.2. Examples of Use
11.4.3. Video Recording
11.4.4. YouTube
11.5. Introduction to Gamification
11.5.1. What is Gamification?
11.5.2. Success Stories
11.6. Introduction to Robotics
11.6.1. The Importance of Robotics in Education
11.6.2. Arduino (Hardware)
11.6.3. Arduino (Programming Language)
11.7. Tips and Examples of Use in the Classroom
11.7.1. Combining Innovation Tools in the Classroom
11.7.2. Real Examples
11.8. Introduction to Augmented Reality
11.8.1. What is AR?
11.8.2. What are the Benefits in Education?
11.9. How to Develop Your Own Apps in AR
11.9.1. Vuforia
11.9.2. Unity
11.9.3. Examples of Use
11.10. Samsung Virtual School Suitcase
11.10.1. Immersive Learning
11.10.2. The Backpack of the Future

This innovative university program will allow you to advance your career in a flexible and convenient way"

07

Clinical Internship

After passing the theoretical online period, the program includes an Internship Program period in a reference educational center. The teachers will have at their disposal the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the internship.

You can do your internship in a recognized educational center, equipped with the most innovative technology and the hand of the best professionals"

The internship of this Hybrid Professional Master's Degree in Educational Psychopedagogy will consist of an immersive stay of 3 weeks in a specialized educational center. For 5 days a week and 8-hour days, teachers will immerse themselves in a practical experience together with a personal tutor. In addition, this environment will offer them the unique opportunity to work with people facing real educational challenges, under the guidance of a team of renowned professionals in the field of psychopedagogy.

In this way, the focus of the program will be on developing the appropriate skills to execute an effective diagnosis and intervention in students with psychological disorders and special educational needs. The graduates will also work with real students, with special emphasis on their academic, social and emotional integration. All this will take place in a safe and reliable environment, promoting high professional performance.

This experience will be a unique opportunity for professionals to learn while working in educational centers that stand out for their advanced technology. These centers encompass an environment where learning strategies and psychological intervention converge to form the core of professional work. It is a new perspective that integrates psychopedagogical processes through leading educational centers, ideal to improve professional skills in an innovative way.

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 training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for Educational Psychopedagogy praxis (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Module	Practical Activity
Services in Early Care	Intervening in children with developmental disorders from an early age
	Work personal autonomy and participation in daily life activities with children and adolescents
	Provide for integration activities in the family, school and social environment
	Advising mothers and fathers on evolutionary development
Diagnosis and Psychological Intervention	Diagnose and intervene in students with learning disorders and problems
	Perform all kinds of tests, tests and psychological evaluations
	Apply psychological tests: intelligence, high capabilities, MYP, BASS, etc
	Create psychopedagogical reports for institutions and scholarships for students with special educational needs
Techniques for study	Plan alternative study strategies for daily practice
	Implement techniques and resources to organize content optimally
	Tailor educational material to individual needs
	Implement special needs case study techniques

Module	Practical Activity
Teaching and therapy through play	Conduct cooperative games to promote social interaction
	Apply game strategies to improve cognitive skills
	Perform role-playing to work empathy and social skills
	Organize playful activities to encourage creativity and imagination
	Use the game as a therapeutic tool to work emotions and self-esteem
Technological resources for education	Implement computer aided learning programs
	Develop cognitive stimulation programs through digital games
	Manage educational platforms to adapt content and pace of learning
	Use online communication tools for tutoring and support sessions
	Carry out multimedia projects to promote creativity

You will do your internship in an educational center that will offer you all the opportunities, with the support of a committed team to maximize your development"

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. 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, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training 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 for Practical Training

The general terms and conditions of the internship program agreement shall be as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with 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 with 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, 5 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 students does not show up on the start date of the Hybrid Professional 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 pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional 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 Professional 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. DOS NOT INCLUDE: The Hybrid Professional 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.

08

Where Can I Do the Internship?

This Hybrid Professional Master's Degree includes in its itinerary a practical stay in a prestigious educational center, where the students will put into practice everything learned in pedagogical psychology. In this sense, and to bring this program to more professionals, TECH offers the students the opportunity to study in different centers of the national geography. This unique opportunity will give professionals the opportunity to expand their careers with leading experts in the sector, facilitating the continuous growth of their careers.

You will carry out your stay in a prestigious educational center, where you will put your knowledge into practice under the tutelage of outstanding experts of the sector"

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

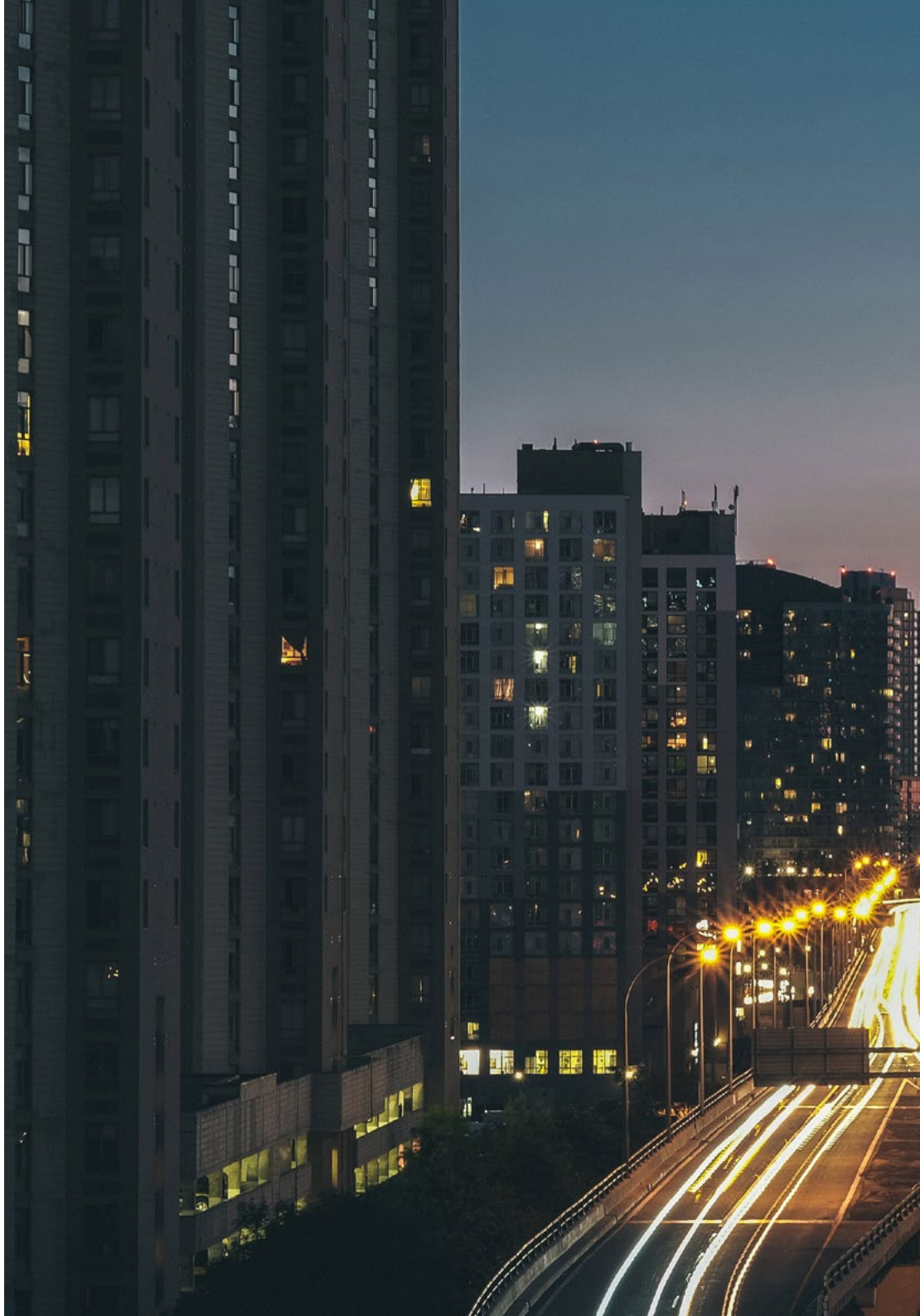
Centro Paso a Paso

Country	City
Spain	Madrid

Address: Paseo de la Democracia 10 Portal 4 Bajo Entrada por Calle Rosalía de Castro (Peatonal, 28850 Torrejón de Ardoz, Madrid

Rehabilitation centre specializing in health and early care services

Related internship programs:
-Neuropsychology and Education
-Physiotherapy in Primary Care



Getafe Center Centro de Negocios

Country
Spain

City
Madrid

Address: C. Carabanchel, 12,
28902 Getafe, Madrid

Business Center specializing in Coworking

Related internship programs:
-Educational Psychopedagogy

Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology"

09

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

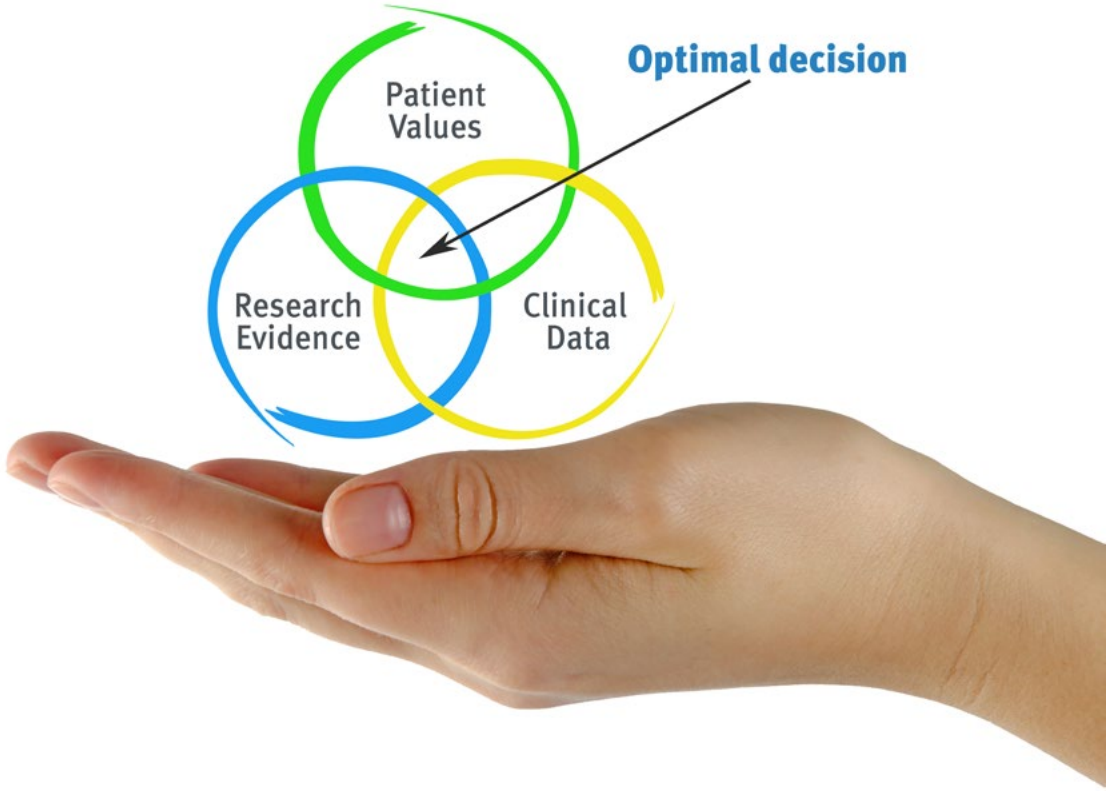
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

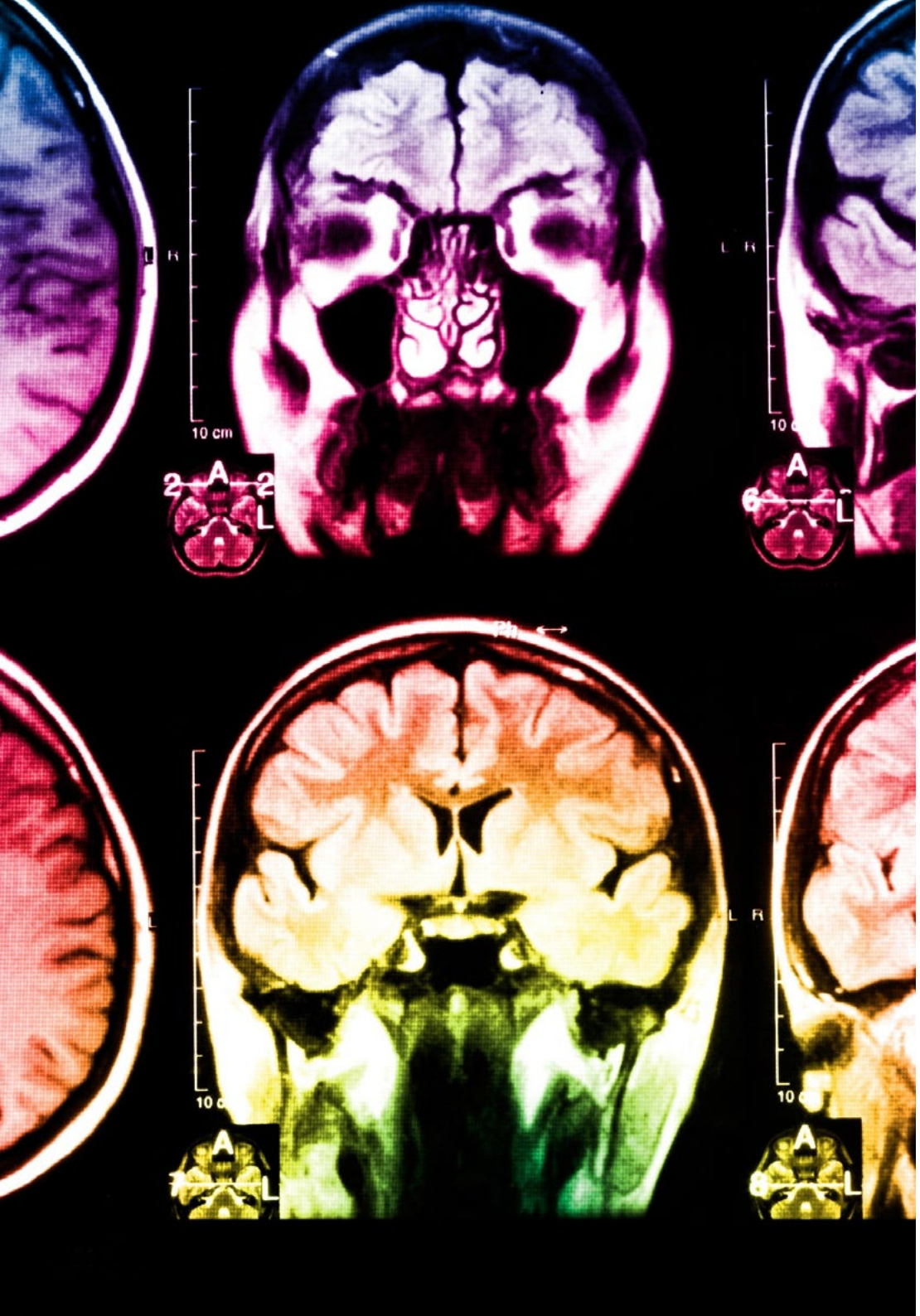
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

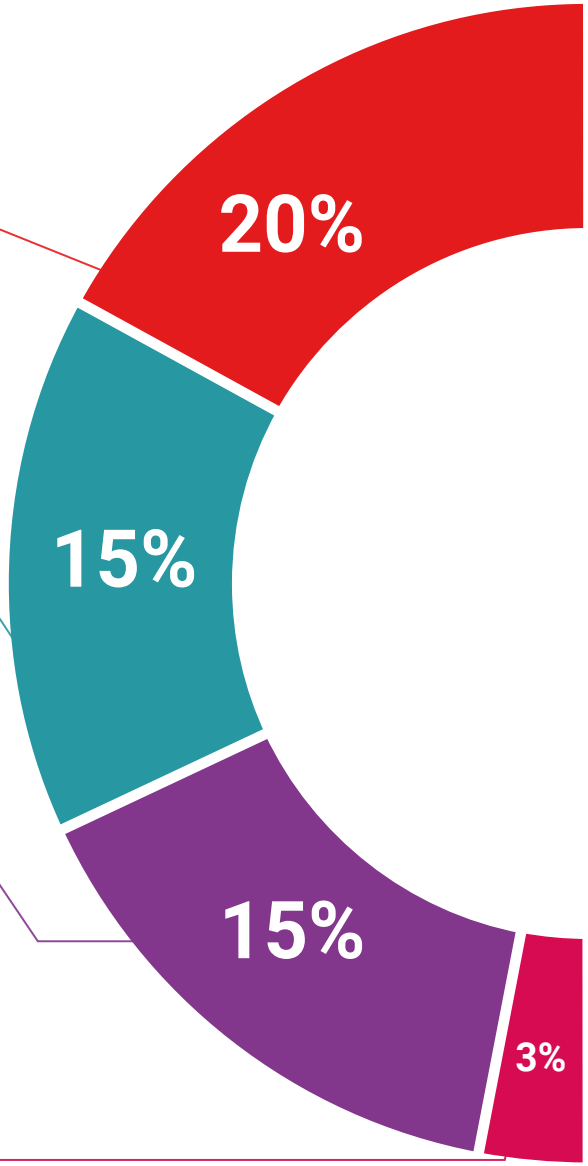
Interactive Summaries

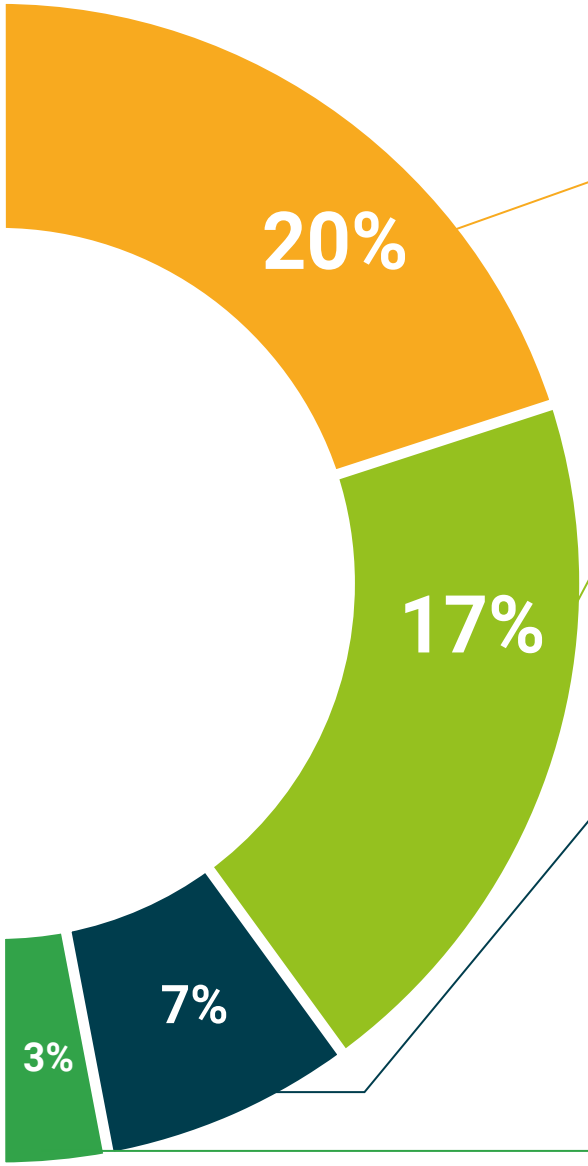
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

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 in 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.

10

Certificate

The Hybrid Professional Master's Degree in Educational Psychopedagogy guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree diploma issued by TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Hybrid Professional Master's Degree in Educational Psychopedagogy** contains the most complete and up-to-date program on the professional and educational field.

After the student has passed the assessments, they will receive their corresponding Hybrid Professional Master's Degree diploma issued by TECH Technological University via tracked delivery*.

In addition to the diploma, students will be able to obtain an academic transcript, as well as a certificate outlining the contents of the program. In order to do so, students should contact their academic advisor, who will provide them with all the necessary information.

Title: **Hybrid Professional Master's Degree in Educational Psychopedagogy**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 h.**


tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

HYBRID PROFESSIONAL MASTER'S DEGREE

in

Educational Psychopedagogy

This is a qualification awarded by this University, with a duration of 1,620 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Hybrid Professional Master's Degree in Educational Psychopedagogy

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	120
Master's Degree Thesis (MDT)	0
	Total 1,620

General Structure of the Syllabus

Year	Subject	Hours	Type
1	Main psychological theories and stages of evolutionary development	136	CO
1	Assessment, Diagnosis, and Psycho-pedagogical Orientation	136	CO
1	Measurement, Research, and Educational Innovation	136	CO
1	Psychoeducational Attention to Special Educational Needs in the School Context	136	CO
1	The Role of the Family and the Community in Inclusive Schooling	136	CO
1	Curricular Materials and Educational Technology	136	CO
1	Early Intervention	136	CO
1	Health Education and Psychopedagogy in Hospitals	136	CO
1	Psychopedagogical Counseling to Families in Psychosocial Risk Situations	136	CO
1	Adaptation to Multiple Intelligence Situations	136	CO
1	Technological Innovation in Teaching	140	CO

Tere Guevara Navarro
Dean

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

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Hybrid Professional Master's Degree

Educational Psychopedagogy

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Duration: **12 months**
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Hybrid Professional Master's Degree

Educational Psychopedagogy

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