Hybrid Professional Master's Degree
Management of Learning Difficulties and Attention to Diversity

tech global university

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Management of Learning Difficulties and Attention to Diversity

Modality: **Hybrid (Online + Internship)**
Duration: **12 months.**
Certificate: **TECH Global University**
Credits: **60 + 4 ECTS**
Website: **www.techtitute.com/us/education/hybrid-master-degree/hybrid-master-degree-management-learning-difficulties-attention-diversity**

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01

Introduction to the Program

Attention to Diversity and the Management of Learning Difficulties are fundamental pillars in today's inclusive education. Indeed, although the early school dropout rate has decreased in general, there are still regional and socioeconomic disparities that affect the most vulnerable students. It is therefore essential that teachers are committed to identifying and addressing the diverse needs of their students, implementing adapted pedagogical strategies and collaborating closely with multidisciplinary teams. In this context, TECH has developed a comprehensive program with fully online theoretical content, accessible from any electronic device with an Internet connection. In addition, you will have a practical period of 3 weeks in one of the most prestigious educational centers.

With this Hybrid Professional Master's Degree, develop innovative strategies for the identification, assessment and intervention in students with Learning Difficulties, guaranteeing an Inclusive Education"

The Management of Learning Difficulties and Attention to Diversity are key aspects in today's education, as they guarantee an equitable and inclusive education. The fact is that fostering a flexible and accessible learning environment not only favors academic development, but also the well-being and integration of all students in the classroom.

This is how this Hybrid Professional Master's Degree was created, which will address the theoretical and methodological foundations of Psychology and Pedagogy, analyzing their evolution and their influence on inclusive education. It will also analyze the main learning theories, their applications in the school environment and the current challenges of psychopedagogy at a global level. In addition, the history and conceptualization of Learning Difficulties will be examined, understanding their origin, evolution and classification from an updated perspective.

Likewise, the diagnostic and assessment processes will be covered, providing tools for the early identification of difficulties in key areas such as reading, writing and mathematics. Similarly, methodological approaches for school management of these difficulties will be presented, establishing strategies for prevention and comprehensive educational care.

Finally, specific difficulties in the acquisition of reading, writing and mathematics will be investigated, offering innovative strategies for their teaching and prevention. In turn, a special space will be dedicated to Attention Deficit Hyperactivity Disorder (ADHD) and its link with Learning Difficulties, providing the most appropriate tools for effective educational attention.

In this way, TECH has designed a comprehensive program that will adapt perfectly to the professional and personal life of the graduates, divided into two essential areas. Firstly, it will provide 100% online theoretical preparation, based on the innovative Relearning methodology, which will strengthen understanding through repetition of key concepts. Subsequently, students will have the opportunity to participate in intensive practical training at a renowned educational institution.

This **Hybrid Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- Development of more than 100 case studies presented by education professionals, experts in Management of Learning Difficulties and Attention to Diversity, 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 a internship in one of the best companies

You will analyze the impact of language on cognitive development and its relationship with Learning Disorders, through the best didactic materials, at the forefront of technology and academia"

The exhaustive internship included in this program will offer you an invaluable opportunity to apply all the knowledge acquired in real educational contexts"

In this Master's proposal, of a professionalizing nature 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 the theoretical knowledge in the educational practice, and the theoretical-practical elements will facilitate the updating of knowledge and will 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 adapt your pedagogical practices to improve your students' communication and academic performance, hand in hand with the best online university in the world, according to Forbes: TECH.

You will delve into emerging alternatives for managing these difficulties, such as the use of information technologies, chess and meditation, highlighting their potential for educational inclusion.

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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 has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins 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 Wistuba, 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 most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

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 curriculum has been designed to provide teachers with comprehensive training that will combine theory and practice in educational attention to diversity. In this way, they will acquire knowledge about the theoretical and methodological bases of Psychopedagogy, Learning Difficulties and inclusive strategies, addressing topics such as diagnosis, evaluation and intervention in key areas such as reading, writing and Mathematics. In addition, preparation on the use of educational technologies, language development and curricular adaptation will be included, promoting critical reflection and professional development.

You will examine the interrelation between Psychology and Pedagogy, identifying the main challenges in the attention to diversity within the school environment. What are you waiting for to enroll?"

Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

1.1. Introduction

1.2. Philosophical, Sociological, Psychological and Pedagogical Bases of Attention to Diversity and Learning Difficulties in Children
- 1.2.1. Basic Definitions
  - 1.2.1.1. Psychology and Its Fundamentals
  - 1.2.1.2. Pedagogy and Its Fundamentals
  - 1.2.1.3. Educational Process
  - 1.2.1.4. Teaching- Learning Process
- 1.2.2. Contributions of Psychology to Pedagogy as a Science
  - 1.2.2.1. In the Theoretical Order
  - 1.2.2.2. In the Methodological Order
  - 1.2.2.3. In the Practical Order
- 1.2.3. Influence of Educational Psychology in Learning Difficulties
  - 1.2.3.1. The Behavioral Perspective
  - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
  - 1.2.3.3. Affective Perspective

1.3. Psychopedagogy as a Science Facing the Challenges of Diversity Education and the Care of Children with Learning Difficulties
- 1.3.1. Object of Study of Psychopedagogy
- 1.3.2. Categorical System of Psychopedagogy
- 1.3.3. Principles of Psychopedagogy
- 1.3.4. Challenges of Psychopedagogy in the 21st Century

1.4. Pscyhopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
- 1.4.1. Basic Definitions
  - 1.4.1.1. Personality and Its Origins
    - 1.4.1.1.1. Biological Factor
    - 1.4.1.1.2. Innate Factor
    - 1.4.1.1.3. Hereditary Factor
    - 1.4.1.1.4. Genetic Factor
  - 1.4.1.2. Cognitive Development and Its Theoretical-Practical Importance in the Attention to LD
    - 1.4.1.2.1. Organic Aspect
    - 1.4.1.2.2. Maturing Aspect
    - 1.4.1.2.3. Functional Aspect
    - 1.4.1.2.4. Social Aspect
    - 1.4.1.2.5. Educational Aspect
  - 1.4.1.3. Learning
    - 1.4.1.3.1. Approach to Its Conceptualization
    - 1.4.1.3.2. Necessary Conditions for Learning
- 1.4.2. Psychopedagogical Characteristics of the Primary School Student
  - 1.4.2.1. 6-8 Years Old Child
    - 1.4.2.1.1. First Grade Child
    - 1.4.2.1.2. Second Grade Child
  - 1.4.2.2. 8-10 Years Old Child
    - 1.4.2.2.1. Third Grade Child
    - 1.4.2.2.2. Fourth Grade Child
  - 1.4.2.3. 10-12 Years Old Child
    - 1.4.2.3.1. Fifth Grade Child
    - 1.4.2.3.2. Sixth Grade Child

1.5. Learning as an Individual and Social Process
- 1.5.1. Cognitive Strategies
- 1.5.2. Learning Strategies
- 1.5.3. Remembering Strategies
- 1.5.4. Retention Strategies
- 1.5.5. Evocation Strategies
- 1.5.6. Problem Solving Strategies

1.6. The Teaching-Learning Process in Primary School
- 1.6.1. Approach to Its Definition
  - 1.6.1.1. Teaching- Learning Process
  - 1.6.1.2. Developmental Teaching- Learning Process

1.6.2. Characteristics of the Developmental Teaching- Learning Process
1.6.3. Potentials of the Developmental Teaching-Learning Process
1.6.4. Cooperation, the Necessary Condition in the Teaching-Learning Process
1.6.4.1. Cooperative Learning
1.6.4.1.1. Definition
1.6.4.1.2. Types of Cooperative Groups
1.6.4.1.3. The Characteristics of Cooperative Learning
1.6.5. Forms of Participation in Cooperative Learning
1.6.5.1. In the Classroom
1.6.5.2. In Other Learning Spaces in the School
1.6.5.3. In the Family
1.6.5.4. In the Community
1.6.6. Structure of a Cooperative Learning Class
1.6.6.1. Moment of Initiation
1.6.6.2. Moment of Development
1.6.6.3. Moment of Closing
1.6.7. Creation of Favorable Environments for Learning

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

2.1. Introduction
2.2. A Historical View of Learning Difficulties
2.2.1. Foundation Stage
2.2.2. Transition Stage
2.2.3. Consolidation Stage
2.2.4. Current Stage
2.3. Critical Vision of Its Conceptualization
2.3.1. Criteria Applied for Its Definition
2.3.1.1. Exclusion Criteria
2.3.1.2. Discrepancy Criteria
2.3.1.3. Specificity Criteria
2.3.2. Some Definitions and Their Regularities
2.3.3. Between Heterogeneity and Differentiation
2.3.3.1. School Problems
2.3.3.2. Low School Performance
2.3.3.3. Specific Learning Difficulties
2.3.4. Learning Disorders vs. Learning Difficulties
2.3.4.1. Learning Disorders
2.3.4.1.1. Definition
2.3.4.1.2. Features
2.3.4.2. Overlap of Learning Disorders and Difficulties that Complicate Understanding
2.3.4.3. Difference Between Learning Disorders and Difficulties that Determine the Context of Application and Relevance
2.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
2.3.4.4.1. Definition of Special Educational Needs
2.3.4.4.2. SEN, Differences and Similarities to Learning Difficulties
2.4. Classification of Learning Difficulties
2.4.1. International Classification Systems
2.4.1.1. DSM-5
2.4.1.2. ICD-10 (International Statistical Classification of Diseases and Related Health Problems)
2.4.2. Classification of Learning Difficulties According to DSM-5
2.4.3. Classification of Learning Difficulties According to ICD-10 (ICD-11 Currently Being Developed)
2.4.4. Comparison of Classification Instruments
2.5. Mainly Theoretical Focus of Learning Difficulties
2.5.1. Neurobiological or Organic Theories
2.5.2. Theories of Cognitive Deficit Processes
2.5.3. Psycholinguistic Theories
2.5.4. Psychogenic Theories
2.5.5. Environmentalist Theories

2.6. Causes of Learning Difficulties
- 2.6.1. Personal or Intrinsic Factors
  - 2.6.1.1. Biological
  - 2.6.1.2. Psychogenic
- 2.6.2. Contextual or Extrinsic Factors
  - 2.6.2.1. Environmental
  - 2.6.2.2. Institutional

2.7. Models for Attention to Learning Difficulties
- 2.7.1. Models Focused on the Medical-Clinical Aspects
- 2.7.2. Models Focused on Cognitive Processes
- 2.7.3. Models Focused on Observable Deficits
- 2.7.4. Models Focused on the Curriculum
- 2.7.5. Educational Model of Integral Education

2.8. Activities for the Integration of Knowledge and Its Practical Application

2.9. Recommending Readings

2.10. Bibliography

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

3.1. Introduction

3.2. Diagnosis and Its Distinctive Characteristics
- 3.2.1. Definition
- 3.2.2. Principles and Functions of the Diagnostic Process
- 3.2.3. Characteristics of the Diagnosis
- 3.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis

3.3. Particularities of the Evaluation Process
- 3.3.1. Educational Evaluation
- 3.3.2. Psychopedagogical Evaluation

3.4. Relationship Between Diagnosis and Evaluation
- 3.4.1. Theoretical Controversy Between Both Concepts
- 3.4.2. Complementary Nature of the Diagnostic and Evaluation Processes

3.5. The Diagnostic and Evaluation Process for Learning Difficulties
- 3.5.1. Definitions
  - 3.5.1.1. Diagnosis and Its Particularities
  - 3.5.1.2. Assessment and Its Particularities
- 3.5.2. Techniques and Instruments for Diagnosis and Evaluation
  - 3.5.2.1. From a Qualitative Focus
  - 3.5.2.2. Based on Standardized Tests
  - 3.5.2.3. Integral Educational Evaluation Focus

3.6. The Evaluation Team and the Way It's Formed From an Interdisciplinary Perspective
- 3.6.1. Potential of the Evaluation Team's Composition
- 3.6.2. Particularities of the Evaluation Team According to the Way It Works
- 3.6.3. Role of Each Member of the Team in the Diagnostic Process

3.7. The Psychopedagogical Report as an Instrument for the Communication of Developmental Levels of Students with Learning Difficulties
- 3.7.1. Dual Purpose of the Report
  - 3.7.1.1. In the Evaluation
  - 3.7.1.2. In the Care
- 3.7.2. Essential Aspects Which Make Up Its Structure
  - 3.7.2.1. Personal Data
  - 3.7.2.2. Assessment Reason
  - 3.7.2.3. Information on the Development of the Child
    - 3.7.2.3.1. Personal Background
    - 3.7.2.3.2. Family Background
    - 3.7.2.3.3. Psychosocial Aspects
    - 3.7.2.3.4. School Aspects
    - 3.7.2.3.5. Techniques and Instruments of Applied Evaluation
    - 3.7.2.3.6. Analysis of the Results Obtained
  - 3.7.2.4. Conclusions
  - 3.7.2.5. Recommendations
- 3.7.3. Particularities in the Way They Are Written

3.8. Activities for the Integration of Knowledge and Its Practical Application

3.9. Recommending Readings

3.10. Bibliography

Module 4. Fundamentals of the Management of Learning Difficulties

4.1. Introduction
4.2. Prevention of Learning Difficulties
  4.2.1. Levels of Prevention
  4.2.2. Risk Factors
  4.2.3. Protective Factors
4.3. Psychopedagogical Intervention in LD
  4.3.1. Definition
  4.3.2. Principles
  4.3.3. Models of Psychopedagogical Intervention
4.4. Integral Educational Attention and Its Implications
  4.4.1. Conceptualization
  4.4.2. Strategic Planning
  4.4.3. Individualized Planning
  4.4.4. Integral Educational Planning
4.5. Psychopedagogical Intervention vs. Integral Educational Attention
  4.5.1. Theoretical Positions that Support Them
  4.5.2. Comparative Analysis: Points of Convergence and Divergence
  4.5.3. Relevance of Use in the Context of Diversity
4.6. Theoretical Considerations on School Management
  4.6.1. Definitions and Principles of School Management
  4.6.2. Management of Educational Institutions or Care Centers
    4.6.2.1. Definition and Characteristics of the Management Process
    4.6.2.2. Implications of Interdisciplinary Work in School Management
    4.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
    4.6.2.4. Networking
      4.6.2.4.1. Intrasectorial Articulation
      4.6.2.4.2. Intersectorial Articulation
  4.6.3. The School Organization and its Impact on the Educational Process
    4.6.3.1. Definition
    4.6.3.2. Living Arrangements for Students with LD
    4.6.3.3. The Teaching Timetable
    4.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
  4.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
    4.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
    4.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
    4.6.4.3. Conditions of the Physical Environment
    4.6.4.4. Conditions of the Psychological Environment
    4.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
4.7. Attention to Diversity in the Inclusive Education Framework
  4.7.1. Conceptualization
  4.7.2. Theoretical-Methodological Fundamentals
    4.7.2.1. Recognition and Respect of Individual Differences
    4.7.2.2. Attention to Diversity as a Principle of Inclusive Education
  4.7.3. Curricular Adaptations as a Path for the Attention to Diversity
    4.7.3.1. Definition
    4.7.3.2. Types of Curricular Adaptations
      4.7.3.2.1. Adaptations in the Methodology
      4.7.3.2.2. Adaptations in the Activities
      4.7.3.2.3. Adaptations in the Materials and the Time
      4.7.3.2.4. In the Functional Elements
4.8. Activities for the Integration of Knowledge and Its Practical Application
4.9. Recommending Readings
4.10. Bibliography

Module 5. Language as a Determining Element in the Attention to Learning Difficulties

5.1. Introduction
5.2. Thought and Language: Their Relationships
  5.2.1. Theories Explaining Its Development
  5.2.2. Interdependence Between Thought and Language
  5.2.3. The Place of Language in Learning
5.3. Relationship of Language with Learning Difficulties
  5.3.1. Communication, Language, Speech and Language
  5.3.2. General Aspects of Language Development
  5.3.3. Language Impairment Prevention
5.4. Delayed Language Development and Its Implications for Learning Difficulties
  5.4.1. Conceptualization of Language Development Delay and Its Characterization
  5.4.2. Causes of Delayed Language Development
  5.4.3. Importance of Early Identification and Care at School
  5.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
5.5. Most Common Language Disorders in Students
  5.5.1. Concepts and Delimitations
  5.5.2. Speech Disorders. Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
  5.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia and Stuttering
5.6. Language Assessment
  5.6.1. Assessment Tools
  5.6.2. Components to Be Evaluated
  5.6.3. Evaluation Report
5.7. Attention to Language Disorders in Educational Institutions
  5.7.1. Language Disorders
  5.7.2. Speech Disorders
5.8. Activities for the Integration of Knowledge and Its Practical Application
5.9. Recommending Readings
5.10. Bibliography

Module 6. Learning Difficulties in Reading and Their Impact on the Formation of Citizens in the Knowledge Society

6.1. Introduction
6.2. Reading and Its Processes
  6.2.1. Definition
  6.2.2. Lexical Process: The Lexical Route and Phonological Route
  6.2.3. Syntax Route
  6.2.4. Semantic Route
6.3. The Teaching/Learning Process of Reading for Life
  6.3.1. Conditions or Requirements for Learning to Read
  6.3.2. Methods for Teaching Reading
  6.3.3. Strategies that Favor the Process of Learning to Read
6.4. Prevention of Reading Difficulties
  6.4.1. Protective Factors
  6.4.2. Risk Factors
  6.4.3. Strategies for Promoting Reading
  6.4.4. Importance of the Main Educational Agencies in the Promotion of Reading
6.5. Reading and Its Learning Difficulties
  6.5.1. Characterization of Reading Difficulties
  6.5.2. Dyslexia as a Specific Learning Difficulty
  6.5.3. Main Difficulties in Reading Comprehension
6.6. Diagnosis and Evaluation of Reading Difficulties
  6.6.1. Diagnostic Characterization
  6.6.2. Standardized Tests
  6.6.3. Non-Standardized Tests
  6.6.4. Other Evaluation Instruments

6.7. Attention to Reading Difficulties
- 6.7.1. Lexical Awareness
- 6.7.2. Phonological Conscience
- 6.7.3. Cognitive and Metacognitive Strategies to Favor Reading Comprehension

6.8. Activities for the Integration of Knowledge and Its Practical Application
6.9. Recommending Readings
6.10. Bibliography

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

7.1. Introduction
7.2. Construction and Written Language Process
- 7.2.1. Stages in Development of Writing
- 7.2.2. Written Language Construction Levels
- 7.2.3. Strategies to Favor the Transition Between Construction Levels
- 7.2.4. Methods for Teaching Written Language
- 7.2.5. Written Language Production Models
  - 7.2.5.1. Text Types

7.3. Cognitive Processes Involved in Writing
- 7.3.1. Planning
- 7.3.2. Production
- 7.3.3. Review

7.4. Prevention of Writing Difficulties
- 7.4.1. Protective Factors
- 7.4.2. Risk Factors
- 7.4.3. Strategies for the Promotion of Written Language Production
- 7.4.4. Importance of the Main Educational Agencies in the Promotion of Writing

7.5. Writing and Its Learning Difficulties
- 7.5.1. Errors in the Construction of the Written Language
- 7.5.2. Specific Errors in the Construction of Written Language
- 7.5.3. Characterization of the Difficulties of Written Language Production
- 7.5.4. Dysgraphia as a Specific Learning Difficulty in Writing

7.6. Diagnosis and Evaluation of Learning Difficulties in Writing
- 7.6.1. State of the Cognitive Processes Involved
- 7.6.2. Prediction Indicators of Learning Difficulties in Writing
- 7.6.3. What to Assess From the Second Grade Onwards in Texts Written by Children?

7.7. Attention to Learning Difficulties in Writing
- 7.7.1. Strategies to Promote the Automation of Writing Movements
- 7.7.2. Strategies to Favor the Planning of a Text
- 7.7.3. Strategies to Favor the Production of a Written Text
- 7.7.4. Strategies to Favor the Review of a Written Text

7.8. Activities for the Integration of Knowledge and its Practical Application
7.9. Recommending Readings
7.10. Bibliography

Module 8. Mathematical Learning Difficulty (MLD)

8.1. Introduction
8.2. Mathematical Knowledge and Its Basic Concepts
- 8.2.1. Qualitative and Quantitative Concept
- 8.2.2. Spatio-Temporal Concepts

8.3. Mathematics and the Processes Involved in Its Learning
- 8.3.1. Classification
- 8.3.2. Seriation
- 8.3.3. Correspondence
- 8.3.4. Conservation of the Object or Substance
- 8.3.5. Reversibility of Thought
- 8.3.6. Cognitive and Meta-Cognitive Strategies
  - 8.3.6.1. Directive Model Strategies
  - 8.3.6.2. Counting
  - 8.3.6.3. Numerical Facts

8.4. The Teaching- Learning Process of Mathematics
- 8.4.1. Subitizing and Counting: Principle of One-to-One Correspondence, Stable -Order, Cardinality, Abstraction and Irrelevance of Order
- 8.4.2. Learning Numerical Series: Acquisition, Elaboration and Consolidation
- 8.4.3. Learning Problem Solving: Location of the Variable, Semantic Structure, etc.
- 8.4.4. Learning Algorithms

8.5. Prevention of Learning Difficulties in Mathematics
- 8.5.1. Protective Factors
- 8.5.2. Risk Factors
- 8.5.3. Strategies for the Promotion of Learning Mathematics

8.6. Math and Its Difficulties
- 8.6.1. Definition of Learning Difficulties in Mathematics
- 8.6.2. Learning Difficulties in Mathematics Related to: The Nature of Math Itself, The Organization and Methodology of Teaching, Related to the Student
- 8.6.3. Common Errors: Problem Solving, in the Steps of the Algorithm
- 8.6.4. Dyscalculia as a Specific Learning Difficulty: Sematic, Perceptive, Procedural
- 8.6.5. Causes of Mathematical Learning Difficulty (MLD)
  - 8.6.5.1. Contextual Factors
  - 8.6.5.2. Cognitive Factors
  - 8.6.5.3. Neurobiological Factors

8.7. Diagnostics and Evaluation of Mathematical Learning Difficulty (MLD)
- 8.7.1. Standardized Tests
- 8.7.2. Non-Standardized Tests
- 8.7.3. The Integral Education Evaluation and Diagnosis

8.8. Attention to Learning Difficulties in Mathematics
- 8.8.1. Principles of Care
- 8.8.2. Teaching Concepts and Procedures
- 8.8.3. Problem-Solving Strategies
- 8.8.4. Discovery Teaching Strategies

8.9. Activities for the Integration of Knowledge and Its Practical Application

8.10. Recommending Readings

8.11. Bibliography

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as an Associated Condition of Learning Difficulties

9.1. Introduction
9.2. Approach to Attention Deficit Hyperactivity Disorder
  9.2.1. Prevalence and Transcendence
  9.2.2. Causes of Attention Deficit Hyperactivity Disorder
    9.2.2.1. Genetic Factors
    9.2.2.2. Neurobiological Factors
    9.2.2.3. Endocrine Factors
9.3. Main Theoretical Models that Explain ADHD
  9.3.1. Deficits in Inhibitory Response Control
  9.3.2. Behavioral Model Focused on the Manifestations of Lack of Attention, Hyperactivity and Impulsion
  9.3.3. Model Based on Executive System Dysfunction, Current Consensus
9.4. Characterization of Attention Deficit Hyperactivity Disorder
  9.4.1. Predominant Manifestations According to DSM-5
  9.4.2. Evolution of ADHD Throughout a Lifetime
    9.4.2.1. Breastfeeding
    9.4.2.2. In Children in Early Childhood Education
    9.4.2.3. In Children in Elementary School
  9.4.3. ADHD as a Disorder of the Executive Functions
    9.4.3.1. Definition of Executive Functions
    9.4.3.2. Operative or Work Memory
    9.4.3.3. Self-Regulation of Motivation, Emotions and Vigilance
  9.4.4. Internalization of Language
  9.4.5. Reconstruction
9.5. Diagnosis and Evaluation of Attention Deficit Hyperactivity Disorder
  9.5.1. Physiological Evaluation and Diagnosis: Neuroanatomical, Biochemical and Endocrine Aspects
  9.5.2. Neuropsychological Evaluation and Diagnosis (Standardized Tests)
  9.5.3. Integral Educational Evaluation and Diagnosis: The Observation and Diagnostic Interview With the Student, The Interview With the Parents; The Questionnaire or Measurement Scale for Parents and Teachers
9.6. Integral Educational Care for Students with ADHD
  9.6.1. Integration of Pharmacological, Psychological and Psychopedagogical Aspects
  9.6.2. Consolidation of Integral Educational Care: Work Directly With the Student, In the School Context and The Family Context
9.7. Educational Implication for the Integral Care of Students with Learning Difficulties Associated with ADHD
  9.7.1. Main Psycho-Social Problems of Students with Learning Difficulties and ADHD
  9.7.2. Main Reading Difficulties in these Students: Word Recognition and Comprehension of Texts
  9.7.3. Main Writing Difficulties in these Students: Handwriting and Composing Texts
  9.7.4. Main Learning Difficulties in Mathematics: Low Automation of Tasks Related to Numeracy, Mental Calculation, Mathematical Operations and Problem Solving
9.8. Activities for the Integration of Knowledge and Its Practical Application
9.9. Recommending Readings
9.10. Bibliography

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

10.1. Introduction
10.2. Information Communication Technologies (ICTs)
10.3. Learning Management and Attention to Diversity
10.4. Animal-Assisted Therapies, LD and Attention to Diversity
10.5. Mindfulness, LD and Attention to Diversity
10.6. Chess, DA and Attention to Diversity
10.7. Medication, DA and Attention to Diversity
10.8. The Effectiveness of Alternative Therapies

04

Teaching Objectives

Throughout the program, professionals will gain a deep understanding of the theories and methodologies applicable to the attention to diversity, developing skills in the creation of inclusive pedagogical strategies adapted to the individual needs of students. They will also develop the ability to design personalized educational plans, promote the integration of innovative technologies and resources, working collaboratively with multidisciplinary teams to ensure equitable and quality education.

You will identify difficulties in key areas such as reading, writing and mathematics, as well as in the development of effective assessment and diagnostic strategies. With TECH's quality assurance!"

General Objective

- The general objectives will be to delve into the theoretical-practical and didactic-methodological knowledge related to psychology, pedagogy and didactics, especially focused on schoolchildren with learning difficulties. Through an innovative, creative and integral vision, teachers will be provided with tools and approaches that will allow them to effectively manage educational attention, promoting an inclusive and adapted environment. In addition, professional skills and competencies will be developed for the scientific management of comprehensive educational care, with a high level of specialization that facilitates an effective and personalized intervention.

Bet on TECH! You will reflect on the impact of language on learning processes, understanding its influence on the development of thinking and school adaptation"

Specific Objectives

Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

- Determine the theoretical positions that support Psychology and Pedagogy as sciences
- Identify the essential relationships between psychological sciences and pedagogical sciences based on their convergent and divergent elements
- Recognize the challenges that exist in the development of psychology and pedagogy in the global school environment
- Categorize learning theories to facilitate theoretical understanding based on established assumptions
- Recognize the potential of education for integral formation from a developmental point of view

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- Examine the historical development of the field of learning difficulties, taking into account the different events that delimit its stages
- Explain the term learning difficulties and examine its historical controversies, its conceptual differentiation and the characterization of students who have them
- Compare the various modern classifications of learning difficulties
- Analyze the different theoretical approaches to learning difficulties and their relationship with care models

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- Understand procedures for the pedagogical diagnosis and assessment for learning difficulties and the relationship between the two
- Identify the different stages of diagnosis and evaluation, the variables to consider and the most pertinent techniques and evaluation instruments
- Apply evaluation techniques and instruments to schoolchildren with possible learning difficulties in reading, writing and mathematics
- Characterize the functioning of the evaluative committee and the role of each one of its members
- Communicate in a structured, descriptive and analytical way the results of the diagnostic and evaluation process with the aim of guiding the educational care of a student with learning difficulties

Module 4. Fundamentals of the Management of Learning Difficulties

- Analyze the theoretical and methodological fundamentals of managing learning difficulties
- Detail the processes that allow the management of learning difficulties within schools, in the context of diversity
- Link the processes of prevention, school organization and comprehensive educational attention based on their conceptualization and establishment of their relationships
- Appreciate the role of psychology as an element of integration and consolidation of the theoretical and methodological foundations of the management of learning difficulties and attention to diversity
- Develop plans for prevention and comprehensive educational attention for learning difficulties in the areas of reading, writing, mathematics and school adaptation

Module 5. Language as a Determining Element in the Attention to Learning Difficulties

- Understand the concepts of communication, linguistic, speech, language and their relationships
- Understand the link between the development of language and thought based on the theoretical focus and its implication is the teaching-learning process
- Characterize the development of the language in its different components and alterations
- Explain language disorders and their incidence in adapting to school and learning difficulties associated with reading, writing and math
- Consider language disorders in the design and implementation of comprehensive educational care for learning difficulties

Module 6. Learning Difficulties in Reading and Their Impact on the Formation of Citizens in the Knowledge Society

- Analyze the processes involved in learning to read in order to consider them in diagnosis, assessment and teaching
- Reflect on the different methods of teaching reading and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- Implement actions for the promotion of reading and prevention of reading difficulties incorporating the main educational agencies
- Identify learning difficulties in reading through their recognition, diagnosis, evaluation and examine their relationship with the family and social context
- Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

- Analyze the processes, stages and levels involved in constructing written language in order to consider them in diagnosis, assessment and teaching
- Reflect on the different methods of teaching writing and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- Implement actions for the promotion of writing and prevention of its difficulties incorporating the main educational agencies
- Identify learning difficulties in producing written language through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential

Module 8. Mathematical Learning Difficulty (MLD)

- Analyze the essential concepts and processes involved in learning math in order to consider them in diagnosis, assessment and teaching
- Reflect on the different methods of teaching math and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- Implement actions for the promotion of math and prevention of its difficulties incorporating the main educational agencies
- Identify learning difficulties in learning math through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as an Associated Condition of Learning Difficulties

- Understand Attention Deficit Hyperactivity Disorder (ADHD), its prevalence, causes and implications for educational and social inclusion throughout life
- Characterize a student with ADHD, their needs, interests and motivations for their integral educational care
- Analyze the theoretical models that explain ADHD and their relationship with the diagnosis, evaluation and selection of techniques and instruments
- Reflect on the complexity of the approach to students with learning difficulties associated with ADHD, the educational implications and its implementation in comprehensive educational care

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- Reflect on information and communication technologies, chess and meditation as emerging alternatives for the management of learning difficulties in diverse contexts
- Discuss the use and scope of ICT as a learning resource for the management of learning difficulties in primary education
- Evaluate the potential of chess as a resource for the management of learning difficulties linked with the main educational contexts: family, school and community
- Value the benefits of incorporating meditation into the school learning-teaching process within the context of learning difficulties

05

Internship

During this period, teachers will work in specialized centers and inclusive schools, where they will be able to identify, evaluate and intervene in cases of Learning Difficulties in various areas, such as reading, writing and mathematics. Through the accompaniment of experienced professionals, teachers will develop practical skills for managing diversity in the classroom, implementing adapted pedagogical strategies and collaborating with multidisciplinary teams. These experiences will strengthen their capacity to design personalized attention plans, promoting more equitable and effective learning environments that favor the integral development of children and adolescents.

You will work with students who present diverse educational needs, applying intervention strategies and curricular adaptation in key areas such as reading, writing and mathematics"

The Internship Program in Management of Learning Difficulties and Attention to Diversity will be carried out during three weeks in a recognized educational center, from Monday to Friday, with 8 hours of practical work per day, always under the supervision of a specialist. During this period, teachers will be able to interact with real students, work with a team of highly trained professionals, apply innovative pedagogical methodologies and acquire skills in the identification, diagnosis and evaluation of learning difficulties.

Likewise, this purely practical training will focus on the development of essential skills to design and optimize pedagogical resources focused on the Management of Learning Difficulties and Attention to Diversity, an area that demands advanced specialization. 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 training, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:

Module	Practical Activity
Diagnosis and Assessment of Learning Difficulties	Conduct diagnostic tests to identify learning disabilities
	Apply assessment techniques and instruments in areas such as reading, writing and mathematics
	Observe and analyze the academic performance of students in different contexts
	Interpret the results obtained from assessments to design personalized interventions
	Elaborate descriptive and analytical reports of the results in order to guide educational attention
Pedagogical Intervention and Resource Design	Develop and adapt pedagogical resources for students with Learning Disabilities
	Implement innovative and adaptive methodologies to improve the teaching-learning process
	Design specific strategies for the inclusion of students with special educational needs
	Create activities that favor the participation of all students in the classroom
	Collaborate with other professionals in curricular adaptation and the creation of inclusive materials
Teamwork and Multidisciplinary Collaboration	Collaborate with other teachers and specialists in the creation of comprehensive care plans
	Participate in team meetings to follow up on cases of students with special needs
	Interact with psychologists, therapists, and other professionals to establish joint intervention strategies
	Attend meetings with families to share progress and needs of students
	Contribute to the development of reports and collaborative educational plans
Promotion of Inclusion and Prevention	Develop plans for prevention of Learning Difficulties in the classroom
	Organize activities to sensitize the educational community on the importance of inclusion
	Foster an inclusive classroom environment, promoting diversity and respect
	Participate in awareness-raising and training activities for teachers on attention to diversity
	Propose innovative solutions to improve the integration of students with specific needs
Reflection and Professional Improvement	Reflect on the pedagogical practices implemented and their results
	Participate in self-evaluation and performance assessment processes
	Identify areas for improvement in their educational work through critical analysis of their practice
	Be constantly updated on new methodologies and resources for the attention to diversity
	Receive feedback from experts and peers to improve their pedagogical strategies
Module	Practical Activity

These internships, carried out in collaboration with specialized educational centers, will allow you to improve your skills in diagnosis, assessment and individualized care"

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.

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 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 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 Master's Degree will receive a certificate accrediting their stay at the center.

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.

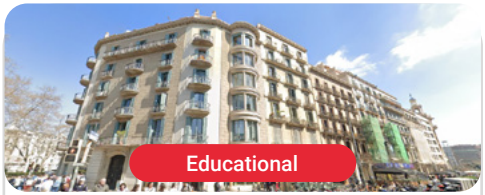
06

Internship Centers

These centers have been selected for their prestige and commitment to inclusion, providing an adequate space for observation and direct intervention with students with diverse educational needs. Through collaboration with highly trained professionals, graduates will develop practical skills in diagnosis, evaluation and implementation of adapted pedagogical strategies, favoring personalized attention for each student. These centers will also favor the exchange of best practices and the integration of teachers in multidisciplinary teams, which will enrich their experience and professional preparation.

The internship centers attached to this Hybrid Professional Master's Degree will offer you a valuable opportunity to apply the knowledge acquired in real educational environments"

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



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

Professionals will be able to work as specialists in attention to diversity, designing and executing educational plans adapted to the needs of students with learning difficulties. They will also be able to work in collaboration with multidisciplinary teams in inclusive schools, special education centers, or even in the field of educational consulting, advising institutions and teachers on good inclusion practices. In addition, they will be trained to implement innovative and technological strategies to improve the teaching-learning process, which will increase their chances of holding positions as coordinators of attention to diversity or those responsible for diversity programs.

The professional opportunities of this Hybrid Professional Master's Degree will be wide and diverse, allowing teachers to access multiple opportunities within the educational field"

Graduate Profile

The graduate's profile will correspond to a teacher highly trained to effectively address diversity in the classroom and manage students' Learning Difficulties. They will also be able to identify, diagnose and design pedagogical interventions adapted to the individual needs of students, using innovative methodologies and inclusive resources. In addition, they will be prepared to work collaboratively with multidisciplinary teams, promoting an inclusive and equitable educational environment.

You will have the skills to evaluate the impact of the strategies implemented, reflect on your educational practice and lead diversity attention projects.

- **Interdisciplinary Teamwork:** Collaborate effectively with professionals from a variety of disciplines in order to design and implement educational plans tailored to the needs of students with Learning Difficulties
- **Effective Communication and Empathy:** Establish open and respectful communication with students, families, and colleagues, fostering an inclusive environment, creating trusting relationships that support student development
- **Adaptability and Pedagogical Flexibility:** Adjust their teaching methods and strategies according to the individual characteristics of each student, applying flexible pedagogical approaches
- **Diversity and Inclusion Management:** Create and manage an inclusive learning environment, adapting educational content, resources, and activities for all students, regardless of their needs

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

1. **Specialist in Attention to Diversity:** Professional in charge of designing and implementing inclusive educational strategies for students with diverse needs.
   Responsibilities: Assess students' needs, develop personalized intervention plans, and coordinate with other professionals to ensure an adapted education.
2. **Attention to Diversity Coordinator:** Teacher who leads efforts to integrate diversity in the classroom and coordinates actions with other educational staff.
   Responsibilities: Oversee the implementation of inclusion plans, provide training to teachers and follow up on students with special educational needs.
3. **School Psychopedagogist:** Professional who advises, both teachers and students, in the psychological and pedagogical area to overcome Learning Difficulties.
   Responsibilities: Conduct psycho-pedagogical evaluations, design individual and group interventions, and work with families to support the integral development of students.
4. **Educational Counselor:** Specialist who orients students and their families on how to deal with Learning Difficulties and the educational options available.
   Responsibilities: Provide academic and personal counseling to students, coordinate educational interventions, and conduct diagnoses of learning needs.
5. **Teacher in Special Education Centers:** Teacher who works in institutions dedicated to students with disabilities or special educational needs.
   Responsibilities: Adapt curriculum to students' needs, design inclusive activities, and work closely with other health and education professionals.
6. **Educational Tutor in Inclusive Programs:** Teacher in charge of guiding students with Learning Difficulties within an inclusive program, supporting their academic development.
   Responsibilities: Provide individualized support, coordinate reinforcement activities and evaluate the progress of students, ensuring their inclusion in the general classroom.

7. **Head of School Integration Programs:** Professional in charge of supervising and coordinating programs that promote the inclusion of students with special needs in mainstream educational settings.
   Responsibilities: Create and manage inclusive programs, ensure compliance with inclusive regulations and train educational staff in best practices.
8. **Inclusive Education Consultant:** External advisor specialized in providing solutions and strategies to educational institutions to improve their inclusive approach.
   Responsibilities: Diagnose inclusion needs, propose improvement plans and train teachers in managing diversity in the classroom.
9. **Researcher in Learning Difficulties:** Professional who researches and analyzes the causes, interventions and methodologies related to Learning Difficulties.
   Responsibilities: Develop research, prepare academic reports and collaborate with educational institutions to implement new intervention strategies.
10. **Teacher Trainer in Diversity and Learning Difficulties:** Professional who provides education and training to other teachers on issues related to attention to diversity and Learning Difficulties.
    Responsibilities: Design and conduct training programs, deliver workshops and seminars, and advise other educators in implementing inclusive strategies in their classrooms.

You will have access to specialized training, which will allow you to implement adapted methodologies, promoting inclusive educational environments and facilitating the academic success of your students"

08

Study Methodology

TECH is the first university in the world to combine case study methodology with Relearning, a 100% online learning system based on guided repetition.

This innovative pedagogical strategy has been conceived to offer professionals the opportunity to update knowledge and develop skills in an intensive and rigorous way. A learning model that places the student at the center of the academic process and gives them the leading role, adapting to their needs and leaving aside the more conventional methodologies.

TECH prepares 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 or 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 **Method**

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 more performance, involving you more in your specialization, developing a critical spirit, defending arguments and contrasting opinions: a direct equation to success.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

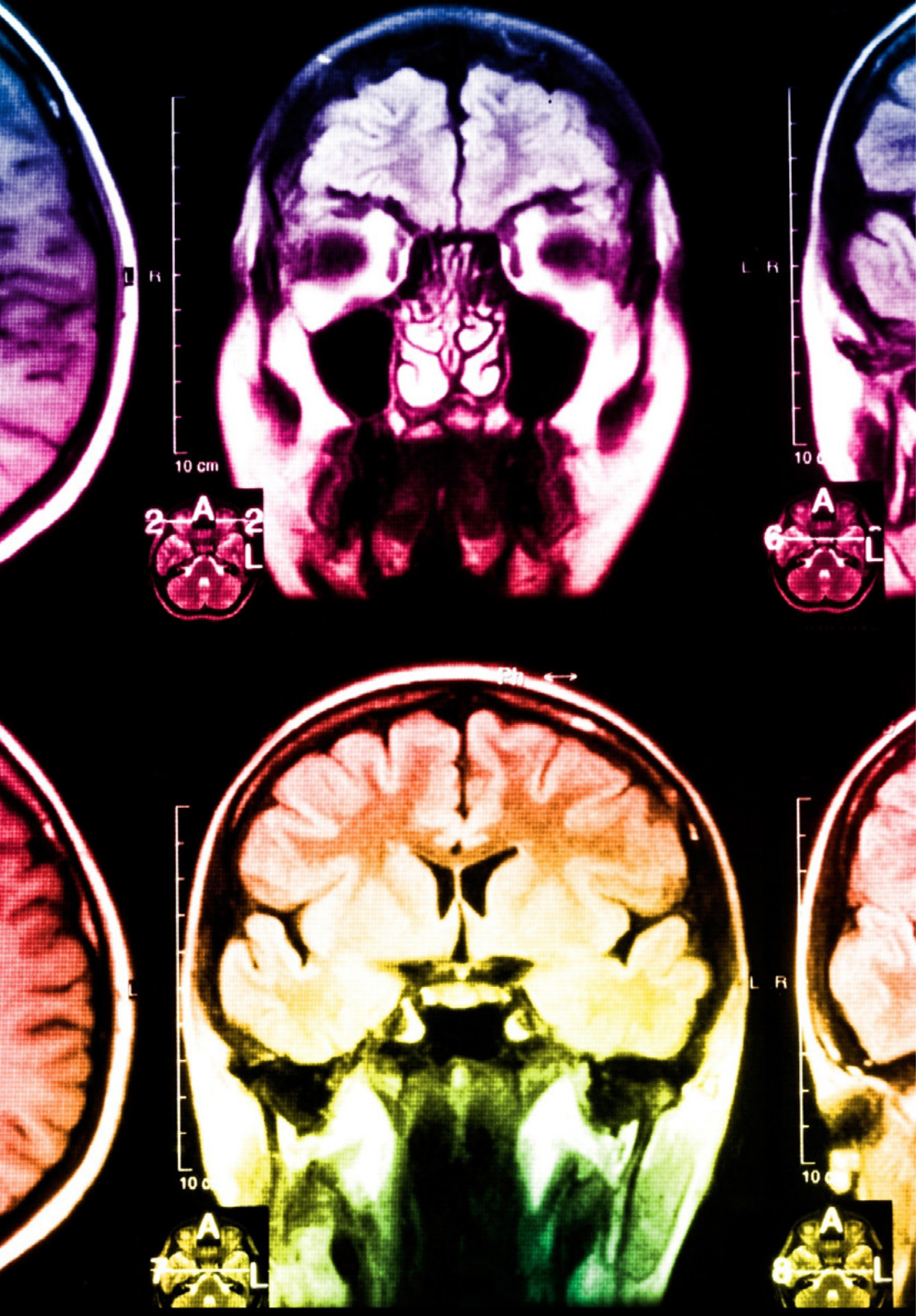
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

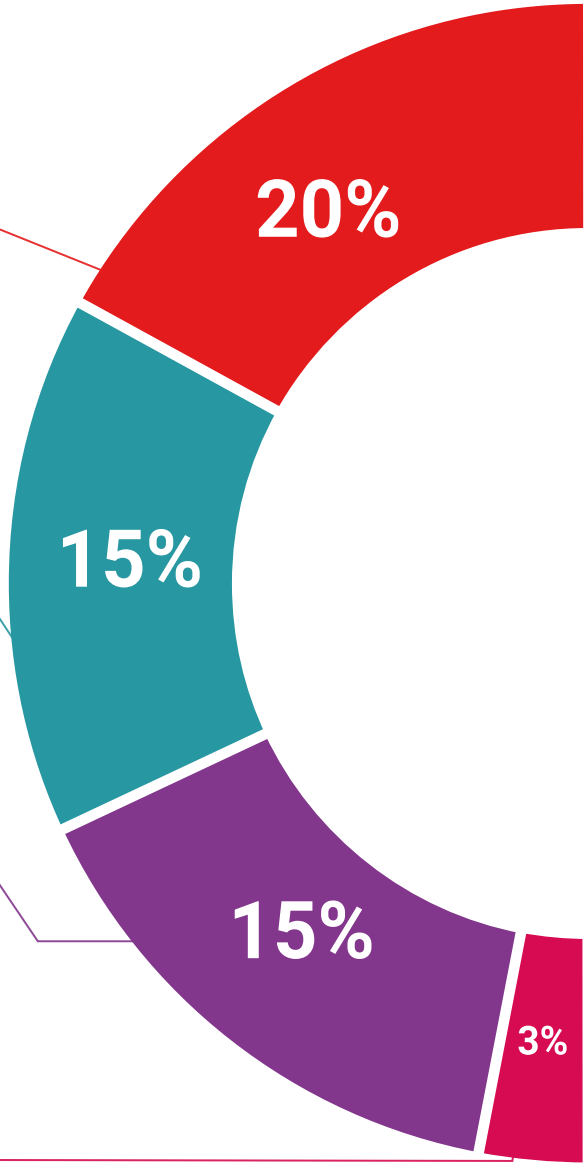
Interactive Summaries

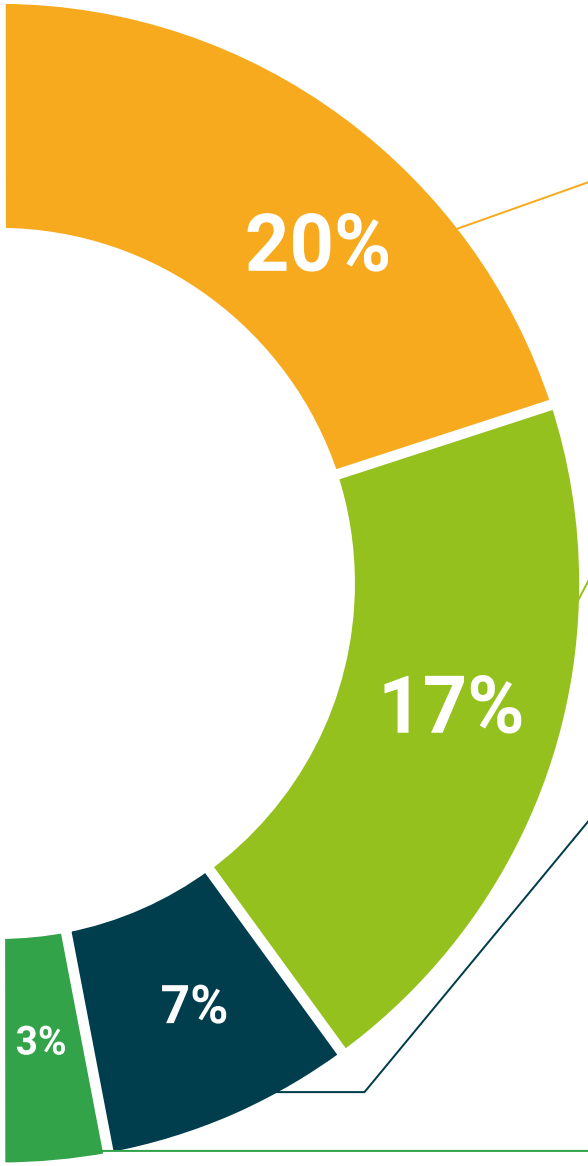
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Case Studies

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

Testing & Retesting

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

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

Quick Action Guides

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

09

Teaching Staff

The teaching staff is composed of a team of highly qualified professionals with extensive experience in the educational, psycho-pedagogical and diversity care fields. In fact, these mentors are experts in various disciplines related to Learning Difficulties, educational inclusion and the design of adapted pedagogical strategies. In addition, its multidisciplinary approach will allow graduates to access cutting-edge knowledge while fostering the development of practical skills essential for managing diversity in the classroom.

The faculty is committed to personalized guidance and continuous support, guaranteeing you an enriching academic experience relevant to the current educational context"

Management

Dr. Moreno Abreu, Milagros Josefina

- Pedagogue specializing in Learning Difficulties
- Organizational Consultant, Los Sauces Medical and Surgical Unit.
- Speech therapist. Private Practice.
- Master's Degree in Health Education
- Diploma in Research Methodology
- Degree in Education with a specialization in Learning Difficulties and Preschool.
- PhD in Pedagogical Sciences
- Higher University Technician in Speech Therapy
- Graduate Professor: Research Methodology I, Design of measurement and evaluation instruments.
- Graduate Professor. Academic Reading and Writing

10

Certificate

The Hybrid Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Professional 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 Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity** 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 Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity**

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

Duration: **12 months.**

Credits: **60 + 4 ECTS**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Dott. _____, con documento d'identità _____ ha superato con successo e ottenuto il titolo di:

Master Semipresenziale in Management of Learning Difficulties and Attention to Diversity

Si tratta di un titolo di studio privato corrispondente a 1.620 horas di durata equivalente a 65 ECTS, con data di inizio dd/mm/aaaa e data di fine dd/mm/aaaa.

TECH Global University è un'università riconosciuta ufficialmente dal Governo di Andorra il 31 de gennaio 2024, appartenente allo Spazio Europeo dell'Istruzione Superiore (EHEA).

In Andorra la Vella, 28 febbraio 2024

Dott. Pedro Navarro Illana
Rettore

código único TECH: AFWOR23S techtitute.com/titulos


Master Semipresenziale in Management of Learning Difficulties and Attention to Diversity

Tipo di insegnamento	ECTS
Obbligatorio (OB)	60
Opzionale (OP)	0
Tirocinio Esterno (TE)	5
Tesi di Master (TM)	0
	Totale 65

Distribuzione generale del Programma

Corso	Insegnamento	ECTS	Codice
1°	Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children	6	OB
1°	Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification	6	OB
1°	Reflections on the Diagnosis and Evaluation of Learning Difficulties	6	OB
1°	Fundamentals of the Management of Learning Difficulties	6	OB
1°	Language as a Determining Element in the Attention to Learning Difficulties	6	OB
1°	Learning Difficulties in Reading and Their Impact on the Formation of Citizens in the Knowledge Society	6	OB
1°	Learning Difficulties in Writing as a Possibility of Lasting Communication	6	OB
1°	Mathematical Learning Difficulty (MLD)	6	OB
1°	Attention Deficit Hyperactivity Disorder (ADHD) as an Associated Condition of Learning Difficulties	6	OB
1°	Emerging Educational Alternatives for the Management of Learning Difficulties	6	OB

Dott. Pedro Navarro Illana
Rettore

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

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