

Master's Degree

Neuropsychology and Education





Master's Degree

Neuropsychology and Education

- » Modality: Online
- » Duration: 12 months.
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/master-degree/master-neuropsychologia-education

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01

Introduction to the Program

In today's academic environments, educators face the challenge of addressing an increasingly diverse population in terms of cognitive abilities and learning styles. In response, Neuropsychology serves as a valuable tool for understanding the origins of various difficulties, especially those related to neurodevelopmental disorders. Therefore, experts need to master the most sophisticated neuropsychological approaches to plan personalized educational interventions. With this in mind, TECH has created an exclusive university program focused on various strategies to identify special educational needs and contribute to inclusive teaching. Additionally, the program is based on a convenient online format.



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Thanks to this 100% online program, you will design and implement personalized educational intervention strategies based on neuropsychological principles”

Neuropsychology applied to Education represents one of the most demanding yet transformative fields within pedagogy. This is because it requires a deep understanding of the biological, cognitive, and emotional foundations of development, which compels experts to stay constantly updated. Hence the importance of professionals having a comprehensive knowledge for the optimal interpretation of neurocognitive indicators, as well as translating that knowledge into effective pedagogical strategies.

In this context, TECH Global University launches an innovative program in Neuropsychology and Education. Designed by leading experts in this field, the academic pathway will delve into the connections between neuroscience and learning. Additionally, the curriculum will address essential topics such as brain plasticity, language development, and the influence of the senses on cognitive processes. As a result, graduates will acquire advanced competencies to design educational proposals tailored to students' cognitive, emotional, and behavioral characteristics. Furthermore, they will be able to apply evidence-based techniques to promote the development of skills such as attention, memory, and self-regulation.

The university program is also based on the Relearning method, of which TECH is a pioneer, ensuring the thorough assimilation of complex concepts. It is worth noting that all experts need to access this Virtual Campus is a device with internet access. On this platform, they will find a variety of supporting multimedia resources such as explanatory videos, real-life case studies, or specialized readings based on the latest scientific evidence. Moreover, graduates will have the freedom to plan their own schedules and study pace.

This **Master's Degree in Neuropsychology and Education** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in Neuropsychology and Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies in Neuropsychology and Education
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



You will be able to identify cognitive and emotional disturbances that affect school behavior at an early stage"

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The disruptive Relearning system created by TECH will allow you to learn with less effort and more efficiency, engaging you more deeply in your professional specialization”

The teaching staff includes professionals from the field of Neuropsychology and Education, who bring their practical experience to this program, as well as recognized specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

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

You will adapt your teaching methodologies to the neurocognitive characteristics of students with specific educational support needs.

You will use modern neuropsychological assessment tools to support pedagogical decision-making.



02

Why Study at TECH?

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



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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

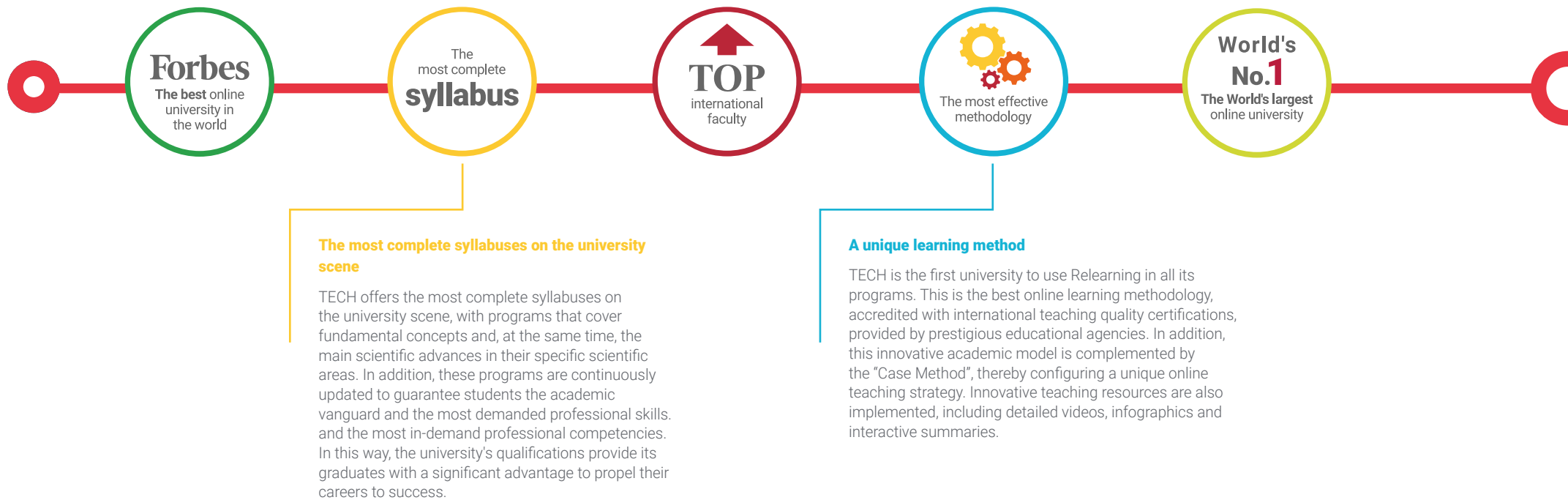
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer 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 Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

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



The official online university of the NBA

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

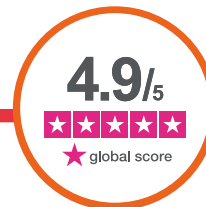
Leaders in employability

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



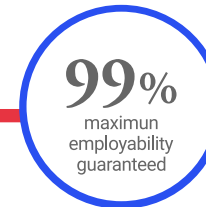
Google Premier Partner

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



The top-rated university by its students

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



03 Syllabus

The syllabus of this program has been designed by a team of experts in neuroeducation, neuropsychology, and pedagogy. It addresses the main learning and development difficulties, enabling graduates to identify the specific needs of students. Throughout the modules, the program delves into the most advanced pedagogical techniques to promote cognitive and emotional development, fostering classroom participation. Additionally, innovative strategies are incorporated to improve visual perception, auditory perception, motor skills, and the integration of new technologies into the educational process.



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*You will promote the design of
inclusive learning environments,
tailored to the functional and
cognitive diversity of students”*

Module 1. Principles of Neurosciences

- 1.1. The Nervous System and Neurons
 - 1.1.1. Introduction
 - 1.1.2. Development and Latest Approaches
- 1.2. Basic Anatomy of Learning-Related Structures
 - 1.2.1. Description
 - 1.2.2. Physiology of Learning
- 1.3. Psychological Processes Related to Learning.
 - 1.3.1. Emotions and Learning
 - 1.3.2. Emotional Approaches
- 1.4. The Main Brain Structures Related to Motor Skills
 - 1.4.1. Brain and Motor Development
 - 1.4.2. Laterality and Development
- 1.5. The Plastic Brain and Neuroplasticity
 - 1.5.1. Definition of Plasticity
 - 1.5.2. Neuroplasticity and Education
- 1.6. Epigenetics
 - 1.6.1. Definition and Origins
- 1.7. Effects of the Environment on Brain Development
 - 1.7.1. Current Theories
 - 1.7.2. The Influence of the Environment on Child Development
- 1.8. Changes in the Infant's Brain
 - 1.8.1. Brain Development in Infancy
 - 1.8.2. Characteristics
- 1.9. Evolution of the Adolescent Brain
 - 1.9.1. Brain Development in Adolescence
 - 1.9.2. Characteristics
- 1.10. The Adult Brain
 - 1.10.1. Characteristics of the Adult Brain
 - 1.10.2. The Adult Brain and Learning

Module 2. Developmental Neuropsychology

- 2.1. Neuroscience
 - 2.1.1. Introduction
 - 2.1.2. Concept of Neuroscience
 - 2.1.3. Neuromyths
- 2.2. The Brain: Structure and Function
 - 2.2.1. Primary Brain Structures
 - 2.2.2. Triune Model
 - 2.2.3. Bilateral Model
 - 2.2.4. Cognitive Brain and Emotional Brain
 - 2.2.5. Neurons
 - 2.2.6. What Are Neurotransmitters?
- 2.3. Neuroscience and Learning
 - 2.3.1. What is Learning?
 - 2.3.2. Mirror Neurons
 - 2.3.3. Levels of Learning
 - 2.3.4. Learning Styles
 - 2.3.5. Types of Learning
- 2.4. Multiple Intelligences
 - 2.4.1. Definition
 - 2.4.2. Classification
 - 2.4.3. Multiple Intelligences and Neurodidactics
 - 2.4.4. Multiple Intelligences in the Classroom
 - 2.4.5. Advantages and Drawbacks in Education
- 2.5. Neuroscience - Education
 - 2.5.1. Neuroeducation
 - 2.5.2. Memory
 - 2.5.3. Emotion
 - 2.5.4. Attention
 - 2.5.5. Motivation
 - 2.5.6. Contributions of Neurodidactics to Learning Strategies

- 2.6. Neuroscience in the Classroom
 - 2.6.1. The Role of the Neuroeducator
 - 2.6.2. Neuroeducational and Neuropedagogical Importance
 - 2.6.3. Empathic Attitude and Learning
 - 2.6.4. Classroom Applications
 - 2.6.5. Classroom Organization
- 2.7. Playing and New Technologies
 - 2.7.1. Etymology of Playing
 - 2.7.2. Benefits of Playing
 - 2.7.3. Learning by Playing
 - 2.7.4. The Neurocognitive Process
 - 2.7.5. Basic Principles of Educational Games
 - 2.7.6. Neuroeducation and Board Games
 - 2.7.7. Educational Technology and Neuroscience
 - 2.7.8. Development of Executive Functions
- 2.8. Body and Brain
 - 2.8.1. The Connection between Body and Brain
 - 2.8.2. The Social Brain
 - 2.8.3. How Do We Prepare the Brain for Learning?
 - 2.8.4. Nutrition
 - 2.8.5. Rest and Learning
- 2.9. Neuroscience for Preventing School Failure
 - 2.9.1. Benefits of Neuroscience
 - 2.9.2. Elements for a Success-Oriented Pedagogy
 - 2.9.3. Some Suggestions for Improving the Learning Process
- 2.10. Reason and Emotion
 - 2.10.1. The Binomial Reason and Emotion
 - 2.10.2. What Are Our Emotions Good for?
 - 2.10.3. Why Educate Emotions in the Classroom?
 - 2.10.4. Effective Learning through Emotions

Module 3. Neuroeducation

- 3.1. Introduction to Neuroeducation
- 3.2. Main Neuromyths
- 3.3. Attention
- 3.4. Emotion
- 3.5. Motivation
- 3.6. The Learning Process
- 3.7. Memory
- 3.8. Stimulation and Early Interventions
- 3.9. Importance of Creativity in Neuroeducation
- 3.10. Methodologies that Allow the Transformation of Education into Neuroeducation

Module 4. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- 4.1. Vision: Functioning and Neuropsychological Bases
 - 4.1.1. Introduction
 - 4.1.2. Development of the Visual System at Birth
 - 4.1.3. Risk Factors
 - 4.1.4. Development of Other Sensory Systems During Infancy
 - 4.1.5. Influence of Vision on the Visuomotor System and its Development
 - 4.1.6. Normal and Binocular Vision
 - 4.1.7. Anatomy of Human Eyes
 - 4.1.8. Eye Functions
 - 4.1.9. Other Functions
 - 4.1.10. Visual Pathways to the Cerebral Cortex
 - 4.1.11. Elements that Favor Visual Perception
 - 4.1.12. Vision Diseases and Alterations
 - 4.1.13. Most Common Eye Disorders or Diseases: Classroom Interventions
 - 4.1.14. Computer Vision Syndrome (CVS)
 - 4.1.15. Attitudinal Observation of the Student
 - 4.1.16. Summary
 - 4.1.17. Bibliographic References

4.2. Visual Perception, Assessment and Intervention Programs

- 4.2.1. Introduction
- 4.2.2. Human Development: Development of the Sensory Systems
- 4.2.3. Sensory Perception
- 4.2.4. Neurodevelopment
- 4.2.5. Description of the Perceptual Process
- 4.2.6. Color Perception
- 4.2.7. Perception and Visual Skills
- 4.2.8. Evaluation of Visual Perception
- 4.2.9. Intervention for the Improvement of Visual Perception
- 4.2.10. Summary
- 4.2.11. Bibliographic References

4.3. Tracking Eye Movements

- 4.3.1. Introduction
- 4.3.2. Eye Movements
- 4.3.3. Tracking Eye Movements
- 4.3.4. Ocular Motility Recording and Assessment
- 4.3.5. Ocular Motility-Related Disorders
- 4.3.6. The Visual System and Reading
- 4.3.7. Development of Skills in Learning to Read
- 4.3.8. Improvement and Training Programs and Activities
- 4.3.9. Summary
- 4.3.10. Bibliographic References

4.4. Saccadic Movements and Their Implication in Reading

- 4.4.1. Introduction
- 4.4.2. Models of the Reading Process
- 4.4.3. Saccadic Movements and Their Relation to Reading
- 4.4.4. How are Saccadic Movements Evaluated?
- 4.4.5. The Reading Process at the Visual Level

4.4.6. Visual Memory in the Reading Process

- 4.4.7. Investigations to Study the Relationship Between Visual Memory and Reading
- 4.4.8. Reading Difficulties
- 4.4.9. Specialized Teachers
- 4.4.10. Social Educators
- 4.4.11. Summary
- 4.4.12. Bibliographic References

4.5. Visual Accommodation and its Relation to Posture in the Classroom

- 4.5.1. Introduction
- 4.5.2. Mechanisms that Allow for Accommodation or Focus
- 4.5.3. How is Visual Accommodation Assessed?
- 4.5.4. Body Posture in the Classroom
- 4.5.5. Visual Accommodation Training Programs
- 4.5.6. Aids for Visually Impaired Students
- 4.5.7. Summary
- 4.5.8. Bibliographic References

4.6. Structure and Function of the Ear

- 4.6.1. Introduction
- 4.6.2. The World of Sound
- 4.6.3. Sound and its Propagation
- 4.6.4. The Auditory Receptors
- 4.6.5. Ear Structure
- 4.6.6. Development of the Hearing System at Birth
- 4.6.7. Development of Sensory Systems during Infancy
- 4.6.8. Influence of the Ear on Balance Development
- 4.6.9. Ear Diseases
- 4.6.10. Summary
- 4.6.11. Bibliographic References

- 4.7. Auditory Perception
 - 4.7.1. Introduction
 - 4.7.2. Guidelines for Detecting Auditory Perception Problems
 - 4.7.3. The Perceptive Process
 - 4.7.4. Role of the Auditory Pathways in Perceptual Processes
 - 4.7.5. Children with Impaired Auditory Perception
 - 4.7.6. Evaluation Tests
 - 4.7.7. Summary
 - 4.7.8. Bibliographic References
- 4.8. Evaluation of Hearing and its Alterations
 - 4.8.1. Introduction
 - 4.8.2. Evaluation of the External Auditory Canal
 - 4.8.3. Otoscopy
 - 4.8.4. Air Audiometry
 - 4.8.5. Bone Conduction Hearing
 - 4.8.6. Curve of the Pain Threshold
 - 4.8.7. Tone Audiometry, Vocal Audiometry and Acoustic Audiometry
 - 4.8.8. Hearing Impairment: Degrees and Types of Hearing Loss
 - 4.8.9. Causes of Hearing Loss
 - 4.8.10. Psychobiological Aspects of Hearing Impairment
 - 4.8.11. Summary
 - 4.8.12. Bibliographic References
- 4.9. Hearing and Learning Development
 - 4.9.1. Introduction
 - 4.9.2. Development of the Human Ear
 - 4.9.3. Programs, Activities and Games for Auditory Development in Children
 - 4.9.4. Berard Method
 - 4.9.5. Tomatis Method
 - 4.9.6. Visual and Hearing Health
 - 4.9.7. Adaptations of Curricular Elements
 - 4.9.8. Summary
 - 4.9.10. Bibliographic References

- 4.10. Vision and Hearing Processes Involved in Reading
 - 4.10.1. Introduction
 - 4.10.2. Tracking Eye Movements
 - 4.10.3. The Visual System and Reading
 - 4.10.4. Dyslexia
 - 4.10.5. Color-Based Therapies for Dyslexia
 - 4.10.6. Visual Impairment Aids
 - 4.10.7. Summary
 - 4.10.8. Bibliographic References
- 4.11. Relationship Between Vision and Hearing in Language
 - 4.11.1. Introduction
 - 4.11.2. Relationship Between Vision and Hearing
 - 4.11.3. Verbal-Auditory and Visual Information Processing
 - 4.11.4. Intervention Programs for Hearing Disorders
 - 4.11.5. Guidelines for Teachers
 - 4.11.6. Summary
 - 4.11.7. Bibliographic References

Module 5. Motor Skills, Laterality and Writing

- 5.1. Neurodevelopment and Learning
 - 5.1.1. Introduction
 - 5.1.2. Perceptual Development
 - 5.1.3. Neuropsychological Basis of Motor Development
 - 5.1.4. Laterality Development
 - 5.1.5. Interhemispheric Communication through the Corpus Callosum
 - 5.1.6. Ambidextrousness
 - 5.1.7. Summary
 - 5.1.8. Bibliographic References

- 5.2. Psychomotor Development
 - 5.2.1. Introduction
 - 5.2.2. Gross Psychomotricity
 - 5.2.3. General Dynamic Coordination: Basic Skills
 - 5.2.4. Fine Motor Skills and their Relationship with Writing
 - 5.2.5. Psychomotor Development Assessment
 - 5.2.6. Summary
 - 5.2.7. Bibliographic References
- 5.3. Neuropsychology of Motor Development
 - 5.3.1. Introduction
 - 5.3.2. Relationship between Motor and Psychism
 - 5.3.3. Disorders of Motor Development
 - 5.3.4. Coordination Acquisition Disorders
 - 5.3.5. Vestibular System Disorders
 - 5.3.6. Writing
 - 5.3.7. Summary
 - 5.3.8. Bibliographic References
- 5.4. Introduction to Laterality Development
 - 5.4.1. Introduction
 - 5.4.2. Laterality Tests
 - 5.4.3. Observation Guidelines for Teachers
 - 5.4.4. Crossed Laterality
 - 5.4.5. Types of Cross Laterality
 - 5.4.6. Relationship between Dyslexia and Laterality
 - 5.4.7. Relationship between Laterality and Attention, Memory and Hyperactivity Problems
 - 5.4.8. Summary
 - 5.4.9. Bibliographic References



- 5.5. Development of Laterality at Different Ages
 - 5.5.1. Introduction
 - 5.5.2. Laterality Definition
 - 5.5.3. Types of Laterality
 - 5.5.4. Corpus Callosum
 - 5.5.5. Cerebral Hemispheres
 - 5.5.6. Development of the Prelateral, Contralateral and Lateral Stages
 - 5.5.7. Summary
 - 5.5.8. Bibliographic References
- 5.6. Motor Disorders and Related Learning Difficulties
 - 5.6.1. Introduction
 - 5.6.2. Motor Disorders
 - 5.6.3. Learning Difficulties
 - 5.6.4. Summary
 - 5.6.5. Bibliographic References
- 5.7. Writing Process and Acquisition
 - 5.7.1. Introduction
 - 5.7.2. Reading Difficulties
 - 5.7.3. Comprehension Problems that Students May Develop
 - 5.7.4. Evolutionary Development of Writing
 - 5.7.5. History of Writing
 - 5.7.6. Neuropsychological Basis of Writing
 - 5.7.7. Teaching Written Expression
 - 5.7.8. Methods of Teaching Writing
 - 5.7.9. Writing Workshops
 - 5.7.10. Summary
 - 5.7.11. Bibliographic References
- 5.8. Dysgraphia
 - 5.8.1. Introduction
 - 5.8.2. Learning Styles
 - 5.8.3. Executive Functions Involved in Learning
 - 5.8.4. Definition of Dysgraphia and Types
 - 5.8.5. Common Indicators of Dysgraphia
 - 5.8.6. Classroom Aids for Students with Dysgraphia
 - 5.8.7. Individual Aids
 - 5.8.8. Summary
 - 5.8.9. Bibliographic References
- 5.9. Contribution of Laterality to the Development of Reading and Writing
 - 5.9.1. Introduction
 - 5.9.2. Importance of Laterality in the Learning Process
 - 5.9.3. Laterality in the Reading and Writing Processes
 - 5.9.4. Laterality and Learning Difficulties
 - 5.9.5. Summary
 - 5.9.6. Bibliographic References
- 5.10. Role of the School Psychologist and Guidance Counselors for Prevention, Development and Learning Difficulties
 - 5.10.1. Introduction
 - 5.10.2. The Guidance Department
 - 5.10.3. Intervention Programs
 - 5.10.4. Advances of Neuropsychology in Learning Difficulties
 - 5.10.5. Training the Teaching Staff
 - 5.10.6. Summary
 - 5.10.7. Bibliographic References

- 5.11. Parent Orientation
 - 5.11.1. How to Inform Parents
 - 5.11.2. Activities to Improve Academic Performance
 - 5.11.3. Activities to Improve Lateral Development
 - 5.11.4. Problem-Solving Strategies
 - 5.11.5. Summary
 - 5.11.6. Bibliographic References
- 5.12. Psychomotor Assessment and Intervention
 - 5.12.1. Introduction
 - 5.12.2. Psychomotor Development
 - 5.12.3. Psychomotor Assessment
 - 5.12.4. Psychomotor Intervention
 - 5.12.5. Summary
 - 5.12.6. Bibliographic References

Module 6. Research Methodology

- 6.1. Research Methodology
 - 6.1.1. Introduction
 - 6.1.2. The Importance of Research Methodology
 - 6.1.3. Scientific Knowledge
 - 6.1.4. Research Approaches
 - 6.1.5. Summary
 - 6.1.6. Bibliographic References
- 6.2. Choosing the Topic to Research
 - 6.2.1. Introduction
 - 6.2.2. The Issue of Research
 - 6.2.3. Defining the Problem
 - 6.2.4. Choice of the Research Question
 - 6.2.5. Research Objectives
 - 6.2.6. Variables: Types
 - 6.2.7. Summary
 - 6.2.8. Bibliographic References

- 6.3. Research Proposal
 - 6.3.1. Introduction
 - 6.3.2. Research Hypothesis
 - 6.3.3. Feasibility of the Research Project
 - 6.3.4. Introduction and Justification of the Research
 - 6.3.5. Summary
 - 6.3.6. Bibliographic References
- 6.4. Theoretical Framework
 - 6.4.1. Introduction
 - 6.4.2. Elaboration of the Theoretical Framework
 - 6.4.3. Resources Used
 - 6.4.4. APA Standards
 - 6.4.5. Summary
 - 6.4.6. Bibliographic References
- 6.5. Bibliography
 - 6.5.1. Introduction
 - 6.5.2. Importance of Bibliographic References
 - 6.5.3. How to Reference According to APA Standards?
 - 6.5.4. Format of Annexes: Tables and Figures
 - 6.5.5. Bibliography Managers: What are They? and How to Use Them?
 - 6.5.6. Summary
 - 6.5.7. Bibliographic References
- 6.6. Methodological Framework
 - 6.6.1. Introduction
 - 6.6.2. Roadmap
 - 6.6.3. Sections to Be Included in the Methodological Framework
 - 6.6.4. The Population
 - 6.6.5. The Sample
 - 6.6.6. Variables
 - 6.6.7. Assessment Instruments
 - 6.6.8. Procedure
 - 6.6.9. Summary
 - 6.6.10. Bibliographic References

- 6.7. Research Designs
 - 6.7.1. Introduction
 - 6.7.2. Types of Designs
 - 6.7.3. Characteristics of the Designs Used in Psychology
 - 6.7.4. Research Designs Used in Education
 - 6.7.5. Research Designs Used in Education Neuropsychology
 - 6.7.6. Summary
 - 6.7.7. Bibliographic References
- 6.8. Quantitative Research
 - 6.8.1. Introduction
 - 6.8.2. Designing Randomized Groups
 - 6.8.3. Designing Randomized Groups with Blocks
 - 6.8.4. Other Designs used in Psychology
 - 6.8.5. Statistical Techniques in Quantitative Research
 - 6.8.6. Summary
 - 6.8.7. Bibliographic References
- 6.9. Quantitative Research II
 - 6.9.1. Introduction
 - 6.9.2. Unifactorial Intrasubject Designs
 - 6.9.3. Techniques for Controlling the Effects of Intrasubject Designs
 - 6.9.4. Statistical Techniques
 - 6.9.5. Summary
 - 6.9.6. Bibliographic References
- 6.10. Results
 - 6.10.1. Introduction
 - 6.10.2. How to Gather Data?
 - 6.10.3. How to Analyze Data?
 - 6.10.4. Statistical Programs
 - 6.10.5. Summary
 - 6.10.6. Bibliographic References
- 6.11. Descriptive Statistics
 - 6.11.1. Introduction
 - 6.11.2. Research Variables
 - 6.11.3. Quantitative Analyses
 - 6.11.4. Qualitative Analyses
 - 6.11.5. Resources that Can Be Used
 - 6.11.6. Summary
 - 6.11.7. Bibliographic References
- 6.12. Hypothesis Contrast
 - 6.12.1. Introduction
 - 6.12.2. Statistical Hypotheses
 - 6.12.3. How to Interpret Significance (P-Value)?
 - 6.12.4. Criteria for Analyzing Parametric and Non-Parametric Tests
 - 6.12.5. Summary
 - 6.12.6. Bibliographic References
- 6.13. Correlational Statistics and Independence Analysis
 - 6.13.1. Introduction
 - 6.13.2. Pearson Correlation
 - 6.13.3. Spearman's Correlation and Chi-Square
 - 6.13.4. Results
 - 6.13.5. Summary
 - 6.13.6. Bibliographic References
- 6.14. Group Comparison Statistics
 - 6.14.1. Introduction
 - 6.14.2. Mann-Whitney T-Test and Mann-Whitney U-Test
 - 6.14.3. T-Test and Wilcoxon Signed Ranges
 - 6.14.4. The Results
 - 6.14.5. Summary
 - 6.14.6. Bibliographic References

- 6.15. Discussion and Conclusions
 - 6.15.1. Introduction
 - 6.15.2. What is Discussion
 - 6.15.3. Organization of the Discussion
 - 6.15.4. Conclusions
 - 6.15.5. Limitations and Outlook
 - 6.15.6. Summary
 - 6.15.7. Bibliographic References
- 6.16. Producing the Final Master's Degree Dissertation
 - 6.16.1. Introduction
 - 6.16.2. Front Page and Contents
 - 6.16.3. Introduction and Justification
 - 6.16.4. Theoretical Framework
 - 6.16.5. Methodological Framework
 - 6.16.6. The Results
 - 6.16.7. Intervention Program
 - 6.16.8. Discussion and Conclusions
 - 6.16.9. Summary
 - 6.16.10. Bibliographic References

Module 7. Multiple Intelligences, Creativity, Talent and High Abilities

- 7.1. Theory of Multiple Intelligences
 - 7.1.1. Introduction
 - 7.1.2. Background
 - 7.1.3. Conceptualization
 - 7.1.4. Validation
 - 7.1.5. Premises and Basic Principles of Theories
 - 7.1.6. Neuropsychological and Cognitive Science
 - 7.1.7. Classification of the Theories of Multiple Intelligences
 - 7.1.8. Summary
 - 7.1.9. Bibliographic References

- 7.2. Types of Multiple Intelligences
 - 7.2.1. Introduction
 - 7.2.2. Types of Intelligence
 - 7.2.3. Summary
 - 7.2.4. Bibliographic References
- 7.3. Assessment of Multiple Intelligences
 - 7.3.1. Introduction
 - 7.3.2. Background
 - 7.3.3. Types of Assessments
 - 7.3.4. Aspects to Consider in the Assessment
 - 7.3.5. Summary
 - 7.3.6. Bibliographic References
- 7.4. Creativity
 - 7.4.1. Introduction
 - 7.4.2. Concepts and Theories of Creativity
 - 7.4.3. Approaches to the Study of Creativity
- 7.4.4. Characteristics of Creative Thinking
 - 7.4.5. Types of Creativity
 - 7.4.6. Summary
 - 7.4.7. Bibliographic References
- 7.5. Neuropsychological Basis of Creativity
 - 7.5.1. Introduction
 - 7.5.2. Background
 - 7.5.3. Characteristics of Creative People
 - 7.5.4. Creative Products
 - 7.5.5. Neuropsychological Bases of Creativity
 - 7.5.6. Influence of the Environment and Context on Creativity
 - 7.5.7. Summary
 - 7.5.8. Bibliographic References

- 7.6. Creativity in the Educational Context
 - 7.6.1. Introduction
 - 7.6.2. Creativity in the Classroom
 - 7.6.3. Stages of the Creative Process
 - 7.6.4. How to Work on Creativity?
 - 7.6.5. Connection Between Creativity and Thinking
 - 7.6.6. Modification in the Educational Context
 - 7.6.7. Summary
 - 7.6.8. Bibliographic References
- 7.7. Methodologies for Developing Creativity
 - 7.7.1. Introduction
 - 7.7.2. Programs for Developing Creativity
 - 7.7.3. Projects for Developing Creativity
 - 7.7.4. Promoting Creativity in the Family Context
 - 7.7.5. Summary
 - 7.7.6. Bibliographic References
- 7.8. Creativity Assessment and Guidance
 - 7.8.1. Introduction
 - 7.8.2. Considerations on Assessment
 - 7.8.3. Evaluation Tests
 - 7.8.4. Subjective Assessment Tests
 - 7.8.5. Guidance on Assessment
 - 7.8.6. Summary
 - 7.8.7. Bibliographic References
- 7.9. High Capacities and Talents
 - 7.9.1. Introduction
 - 7.9.2. Relationship Between Giftedness and High Capacities
 - 7.9.3. Connection Between Heredity and Environment
 - 7.9.4. Neuropsychological Foundation
 - 7.9.5. Models of Giftedness
 - 7.9.6. Summary
 - 7.9.7. Bibliographic References
- 7.10. Identification and Diagnosis of High Capacities
 - 7.10.1. Introduction
 - 7.10.2. Main Characteristics
 - 7.10.3. How to Identify High Capacities?
 - 7.10.4. Role the Involved Agents
 - 7.10.5. Assessment Tests and Instruments
 - 7.10.6. Intervention Programs
 - 7.10.7. Summary
 - 7.10.8. Bibliographic References
- 7.11. Problems and Difficulties
 - 7.11.1. Introduction
 - 7.11.2. Problems and Difficulties in the School Environment
 - 7.11.3. Myths and Beliefs
 - 7.11.4. Desynchronies
 - 7.11.5. Differential Diagnosis
 - 7.11.6. Gender Differences
 - 7.11.7. Educational Needs
 - 7.11.8. Summary
 - 7.11.9. Bibliographic References
- 7.12. Connection Between Multiple Intelligences, High Capacities, Talent and Creativity
 - 7.12.1. Introduction
 - 7.12.2. Connection Between Multiple Intelligences and Creativity
 - 7.12.3. Connection Between Multiple Intelligences, High Capacities and Talents
 - 7.12.4. Differences Between Talent and High Capacities
 - 7.12.5. Creativity, High Capacities and Talent
 - 7.12.6. Summary
 - 7.12.7. Bibliographic References

- 7.13. Guiding and Developing Multiple Intelligences
 - 7.13.1. Introduction
 - 7.13.2. Advising Teachers
 - 7.13.3. Multidimensional Student Development
 - 7.13.4. Curricular Enrichment
 - 7.13.5. Strategies at Different Educational Levels
 - 7.13.6. Summary
 - 7.13.7. Bibliographic References
- 7.14. Creativity for Problem-Solving
 - 7.14.1. Introduction
 - 7.14.2. Models of the Creative Process for Problem Solving
 - 7.14.3. Creative Project Development
 - 7.14.4. Summary
 - 7.14.5. Bibliographic References
- 7.15. Educational Process and Family Support
 - 7.15.1. Introduction
 - 7.15.2. Guidelines for Teachers
 - 7.15.3. Educational Response in Children
 - 7.15.4. Educational Response in Primary Education
 - 7.15.5. Educational Response in Secondary Education
 - 7.15.6. Coordination with Families
 - 7.15.7. Program Implementation
 - 7.15.8. Summary
 - 7.15.9. Bibliographic References

Module 8. Dyslexia, Dyscalculia and Hyperactivity

- 8.1. Conceptualization of Dyslexia
 - 8.1.1. Introduction
 - 8.1.2. Definition
 - 8.1.3. Neuropsychological Bases
 - 8.1.4. Characteristics
 - 8.1.5. Subtypes
 - 8.1.6. Summary
 - 8.1.7. Bibliographic References

- 8.2. Neuropsychological Assessment of Dyslexia
 - 8.2.1. Introduction
 - 8.2.2. Diagnostic Criteria for Dyslexia
 - 8.2.3. How to Evaluate?
 - 8.2.4. Interview with the Tutor
 - 8.2.5. Reading and Writing
 - 8.2.6. Neuropsychological Assessment
 - 8.2.7. Assessment of Other Related Aspects
 - 8.2.8. Summary
 - 8.2.9. Bibliographic References
- 8.3. Neuropsychological Intervention of Dyslexia
 - 8.3.1. Introduction
 - 8.3.2. Variables Involved
 - 8.3.2. Neuropsychological Field
 - 8.3.3. Intervention Programs
 - 8.3.4. Summary
 - 8.3.5. Bibliographic References
- 8.4. Conceptualization of Dyscalculia
 - 8.4.1. Introduction
 - 8.4.2. Definition of Dyscalculia
 - 8.4.3. Characteristics
 - 8.4.4. Neuropsychological Bases
 - 8.4.5. Summary
 - 8.4.6. Bibliographic References
- 8.5. Neuropsychological Assessment of Dyscalculia
 - 8.5.1. Introduction
 - 8.5.2. Objectives of Evaluation
 - 8.5.3. How to Evaluate?
 - 8.5.4. Report
 - 8.5.5. Diagnosis
 - 8.5.6. Summary
 - 8.5.7. Bibliographic References

- 8.6. Neuropsychological Interventions of Dyscalculia
 - 8.6.1. Introduction
 - 8.6.2. Variables Involved in the Treatment
 - 8.6.3. Neuropsychological Rehabilitation
 - 8.6.4. Intervention in Dyscalculia
 - 8.6.5. Summary
 - 8.6.6. Bibliographic References
- 8.7. Conceptualization of ADHD
 - 8.7.1. Introduction
 - 8.7.2. ADHD Definition
 - 8.7.3. Neuropsychological Bases
 - 8.7.4. Characteristics of Children with ADHD
 - 8.7.5. Subtypes
 - 8.7.6. Summary
 - 8.7.7. Bibliographic References
- 8.8. Neuropsychological Assessment of ADHD
 - 8.8.1. Introduction
 - 8.8.2. Objectives of Evaluation
 - 8.8.3. How to Evaluate?
 - 8.8.4. Report
 - 8.8.5. Diagnosis
 - 8.8.6. Summary
 - 8.8.7. Bibliographic References
- 8.9. Neuropsychological Interventions of ADHD
 - 8.9.1. Introduction
 - 8.9.2. Neuropsychological Field
 - 8.9.3. Treatment of ADHD
 - 8.9.4. Other Therapies
 - 8.9.5. Intervention Programs
 - 8.9.6. Summary
 - 8.9.7. Bibliographic References

- 8.10. Comorbidity in Neurodevelopmental Disorders
 - 8.10.1. Introduction
 - 8.10.2. Neurodevelopmental Disorders
 - 8.10.3. Dyslexia and Dyscalculia
 - 8.10.4. Dyslexia and ADHD
 - 8.10.5. Dyscalculia and ADHD
 - 8.10.6. Summary
 - 8.10.7. Bibliographic References
- 8.11. Neurotechnology
 - 8.11.1. Introduction
 - 8.11.2. Applied to Dyslexia
 - 8.11.3. Applied to Dyscalculia
 - 8.11.4. Applied to ADHD
 - 8.11.5. Summary
 - 8.11.6. Bibliographic References
- 8.12. Guidance for Parents and Teachers
 - 8.12.1. Introduction
 - 8.12.2. Guidance on Dyslexia
 - 8.12.3. Guidance on Dyscalculia
 - 8.12.4. Guidance on ADHD
 - 8.12.5. Summary
 - 8.12.6. Bibliographic References

Module 9. Neurolinguistic Processes, Difficulties and Intervention Programs

- 9.1. Neurobiological Basis Involved in Language
 - 9.1.1. Introduction
 - 9.1.2. Language Definitions
 - 9.1.3. Historical Background
 - 9.1.4. Summary
 - 9.1.5. Bibliographic References

- 9.2. Language Development
 - 9.2.1. Introduction
 - 9.2.2. Appearance of Language
 - 9.2.3. Acquisition of Language
 - 9.2.4. Summary
 - 9.2.5. Bibliographic References
- 9.3. Neuropsychological Approaches to Language
 - 9.3.1. Introduction
 - 9.3.2. Brain Processes of Language
 - 9.3.3. Brain Areas Involved
 - 9.3.4. Neurolinguistic Processes
 - 9.3.5. Brain Centers Involved in Comprehension
 - 9.3.6. Summary
 - 9.3.7. Bibliographic References
- 9.4. Neuropsychology of Language Comprehension
 - 9.4.1. Introduction
 - 9.4.2. Brain Areas Involved in Comprehension
 - 9.4.3. Sounds
 - 9.4.4. Syntactic Structures for Linguistic Comprehension
 - 9.4.5. Semantic Processes and Meaningful Learning
 - 9.4.6. Reading Comprehension
 - 9.4.7. Summary
 - 9.4.8. Bibliographic References
- 9.5. Communication Through Language
 - 9.5.1. Introduction
 - 9.5.2. Language as a Tool for Communication
 - 9.5.3. Evolution of Language
 - 9.5.4. Social Communication
 - 9.5.5. Summary
 - 9.5.6. Bibliographic References

- 9.6. Language Disorders
 - 9.6.1. Introduction
 - 9.6.2. Speech and Language Disorders
 - 9.6.3. Professionals Involved in the Treatment
 - 9.6.4. Classroom Implications
 - 9.6.5. Summary
 - 9.6.6. Bibliographic References
- 9.7. Aphasia
 - 9.7.1. Introduction
 - 9.7.2. Types of Aphasia
 - 9.7.3. Diagnosis
 - 9.7.4. Evaluation
 - 9.7.5. Summary
 - 9.7.6. Bibliographic References
- 9.8. Language Stimulation
 - 9.8.1. Introduction
 - 9.8.2. Importance of Language Stimulation
 - 9.8.3. Phonetic-Phonological Stimulation
 - 9.8.4. Lexical-Semantic Stimulation
 - 9.8.5. Morphosyntactic Stimulation
 - 9.8.6. Pragmatic Stimulation
 - 9.8.7. Summary
 - 9.8.8. Bibliographic References
- 9.9. Reading and Writing Disorders
 - 9.9.1. Introduction
 - 9.9.2. Delayed Reading
 - 9.9.3. Dyslexia
 - 9.9.4. Dysorthographia
 - 9.9.5. Dysgraphia
 - 9.9.6. Dyslalia
 - 9.9.7. Treatment of Reading and Writing Disorders
 - 9.9.8. Summary
 - 9.9.9. Bibliographic References

- 9.10. Evaluation and Diagnosis of Language Difficulties
 - 9.10.1. Introduction
 - 9.10.2. Language Assessment
 - 9.10.3. Language Assessment Procedures
 - 9.10.4. Psychological Tests for Assessing Language
 - 9.10.5. Summary
 - 9.10.6. Bibliographic References
- 9.11. Intervention in Language Disorders
 - 9.11.1. Introduction
 - 9.11.2. Implementation of Improvement Programs
 - 9.11.3. Improvement Programs
 - 9.11.4. Improvement Programs Using New Technologies
 - 9.11.5. Summary
 - 9.11.6. Bibliographic References
- 9.12. Incidence of Language Difficulties on Academic Performance
 - 9.12.1. Introduction
 - 9.12.2. Linguistic Processes
 - 9.12.3. Incidence of Language Disorders
 - 9.12.4. Relationship Between Hearing and Language
 - 9.12.5. Summary
 - 9.12.6. Bibliographic References
- 9.13. Guidance for Parents and Teachers
 - 9.13.1. Introduction
 - 9.13.2. Language Stimulation
 - 9.13.3. Reading Stimulation
 - 9.13.4. Summary
 - 9.13.5. Bibliographic References

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

- 10.1. Introduction
- 10.2. Information and Communication Technologies (ICT)
 - 10.2.1. Theoretical Fundamentals of ICT
 - 10.2.2. Historical Development of ICT
 - 10.2.3. Classification of ICT
 - 10.2.3.1. Synchronous
 - 10.2.3.2. Asynchronous
 - 10.2.4. ICT Features
 - 10.2.5. Potential of ICT in Different Contexts of Society
- 10.3. ICT in Educational Environments
 - 10.3.1. Contribution of ICT to Education in General
 - 10.3.1.1. Tradition Education and ICT Incorporation
 - 10.3.1.2. Impact of ICT in 21st Century Education
 - 10.3.1.3. Learning and Teaching With ICT: Expectations, Realities and Potential
 - 10.3.2. ICT Approaches in the Care of Learning Difficulties
 - 10.3.2.1. ICT as an Educational Resource for the Care of Learning Difficulties
 - 10.3.2.1.1. Teaching Reading
 - 10.3.2.1.2. Teaching Writing
 - 10.3.2.1.3. Teaching Mathematics
 - 10.3.2.1.4. Attention Attention Deficit Hyperactivity Disorder (ADHD)
 - 10.3.3. Role of the Teacher in the use of ICT
 - 10.3.3.1. In the Classroom
 - 10.3.3.2. Out-of-Classroom Spaces

- 10.4. Chess and its Pedagogical Value
 - 10.4.1. Brief Historical Review of Chess
 - 10.4.2. Its Playful Nature
 - 10.4.3. Pedagogical Fundamentals of Play-Science
 - 10.4.4. Chess as an Educational Tool: In the School Context and in Socially Vulnerable Environments
 - 10.4.5. Potential of Chess in the Teaching- Learning Process of Students with Learning Difficulties
 - 10.4.5.1. Contributions of Chess in Cognitive Activity
 - 10.4.5.1.1. Attention
 - 10.4.5.1.2. Memory
 - 10.4.5.1.3. Motivation
 - 10.4.5.1.4. Managing Emotions
 - 10.4.5.1.5. Strategic Thinking
 - 10.4.5.1.6. Intelligence
 - 10.4.5.1.7. Transfer of Learning
 - 10.4.5.2. Contributions of Chess in the Context of Executive Functions
 - 10.4.5.2.1. Organization
 - 10.4.5.2.2. Planning
 - 10.4.5.2.3. Execution (Planning, Inhibitory Control, Self-Monitoring)
 - 10.4.5.2.4. Evaluation / Review
- 10.5. Chess as a Binding Element of the School-Family-Community Triad in the Management of Learning Disabilities
 - 10.5.1. Strengths in the Use of Chess in School to Promote Family Participation in the Educational Process
 - 10.5.2. Possibilities That Chess Offers to Promote Participation of the Community in the School
- 10.6. Meditation: From Spiritual Practice to its Current Expansion
 - 10.6.1. A Brief Approach to Meditation as an Educational Tool
 - 10.6.1.1. Concept of Meditation
 - 10.6.1.2. Origin of Meditation
 - 10.6.1.3. Its Expansion into Different Fields





- 10.7. Use of the Educational Potential of Meditation, for the Management of Learning Difficulties and Attention to Diversity
 - 10.7.1. Scientific Evidence of the Effects of Meditation on the Body, Brain and Interpersonal Relationships
 - 10.7.1.1. Neurological Effects: Structural, Biochemical and Functional in the Brain
 - 10.7.1.2. Psychological Effects
 - 10.7.1.3. Physical Effects
 - 10.7.2. Impact of Meditation Practice in Schoolchildren
 - 10.7.3. Impact of Meditation on Teacher's Modes of Action
 - 10.7.4. Impact of Meditation Practice in School Environment
- 10.8. Activities for the Integration of Knowledge and its Practical Application
- 10.9. Recommending Readings
- 10.10. Bibliography



You will develop a critical, ethical, and reflective approach to the application of Neuropsychology in the academic field"

04

Teaching Objectives

This university program provides educators with advanced competencies to understand the neurocognitive development of students. In this way, graduates will be able to intervene effectively in the face of multiple learning difficulties in the classroom. Moreover, professionals will master the most innovative tools to identify cognitive impairments early and apply evidence-based pedagogical strategies. As a result, experts will design inclusive educational environments that ensure all students reach their maximum potential.



“

*You will design educational
intervention techniques based on
the latest scientific principles of
Neuropsychology”*



General Objectives

- ♦ Qualify professionals for the practice of neuropsychology in education in the development of children and young people
- ♦ Learn how to carry out specific programs to improve school performance
- ♦ Access the forms and processes of research in neuropsychology in the school environment
- ♦ Increase the capacity for work and autonomous resolution of learning processes
- ♦ Learn about the different ways to implement enrichment systems for learning methodologies in the classroom, especially aimed at diverse students
- ♦ Analyze and integrate the knowledge necessary to foster student's school and social development





Specific Objectives

Module 1. Principles of Neurosciences

- ♦ Delve into the anatomy of the brain and its relationship to learning
- ♦ Explore the brain-based foundations of motor development
- ♦ Investigate the specifics of brain plasticity
- ♦ Analyze the various factors that affect brain development in children, adolescents, and adults

Module 2. Developmental Neuropsychology

- ♦ Address the neurobiological foundations of development
- ♦ Delve into the foundations of differential cognitive functioning
- ♦ Conduct a comprehensive diagnosis of classroom needs, supported by the knowledge developed

Module 3. Neuroeducation

- ♦ Understand the basic principles of neuroscience applied to the educational context
- ♦ Analyze how brain processes influence learning, attention, memory, emotions, and student motivation

Module 4. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- ♦ Understand the fundamental role of the visual and auditory systems in the processes of acquiring reading, language, and academic learning
- ♦ Identify warning signs related to visual and auditory dysfunctions that may interfere with academic development

Module 5. Motor Skills, Laterality and Writing

- ♦ Delve into the relationship between learning and neurodevelopment in the educational setting
- ♦ Understand the relationship between motor skills and the psyche, and its developmental implications
- ♦ Develop intervention models for the prevention, development, and learning difficulties in the school environment

Module 6. Research Methodology

- ♦ Develop a complete research method, from topic selection to proposal and development
- ♦ Learn to conduct quantitative research and analyze results

Module 7. Multiple Intelligences, Creativity, Talent and High Abilities

- ♦ Delve into the theoretical foundations of the multiple intelligences model and its applicability in educational contexts
- ♦ Address the neuropsychological foundations of creativity and its development in the educational context

Module 8. Dyslexia, Dyscalculia and Hyperactivity

- ♦ Investigate the neuropsychological, behavioral, and educational characteristics of dyslexia, dyscalculia, and Attention Deficit Hyperactivity Disorder (ADHD)
- ♦ Analyze how these conditions affect academic performance, self-esteem, and the student's adaptation to the educational environment

Module 9. Neurolinguistic Processes, Difficulties and Intervention Programs

- ♦ Delve into the neurobiological aspects involved in language development
- ♦ Study the neuropsychological foundations of language and the possibilities for working and developing it

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

- ♦ Explore innovative pedagogical approaches and alternative educational models applicable to learning difficulty contexts
- ♦ Design adapted teaching proposals that incorporate educational technologies, gamification, and creative resources as inclusion tools





“

Promote flexible, student-centered environments that respect their different cognitive rhythms and learning styles”

05

Study Methodology

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

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



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

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

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

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

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



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

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

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

The university methodology top-rated by its students

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

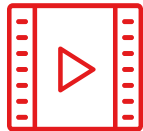
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

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



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



Study Material

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

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



Practicing Skills and Abilities

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



Interactive Summaries

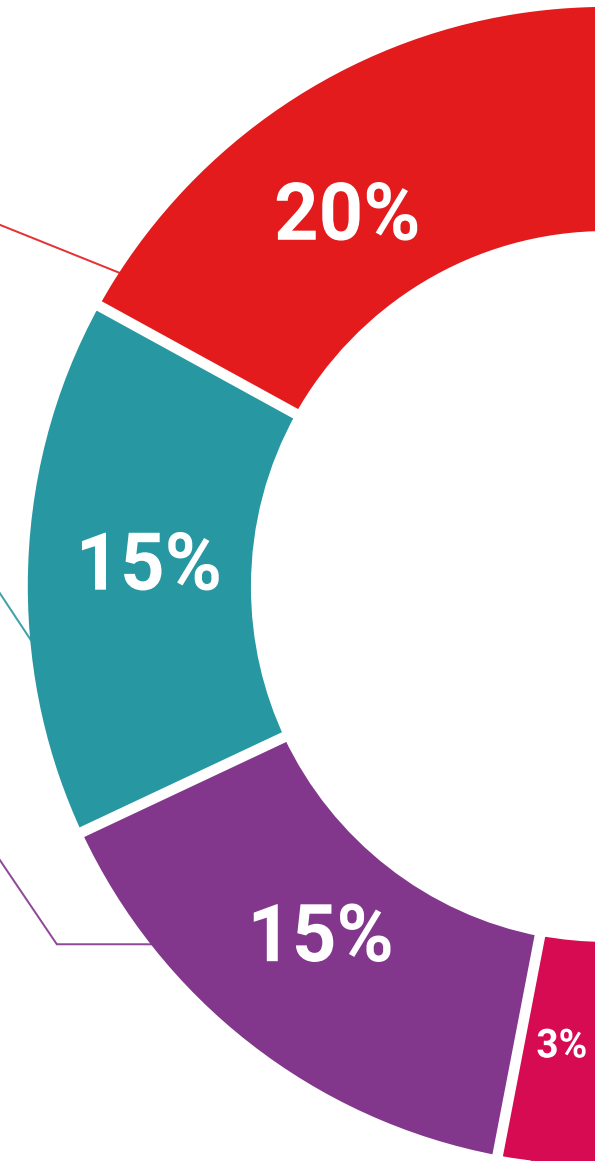
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

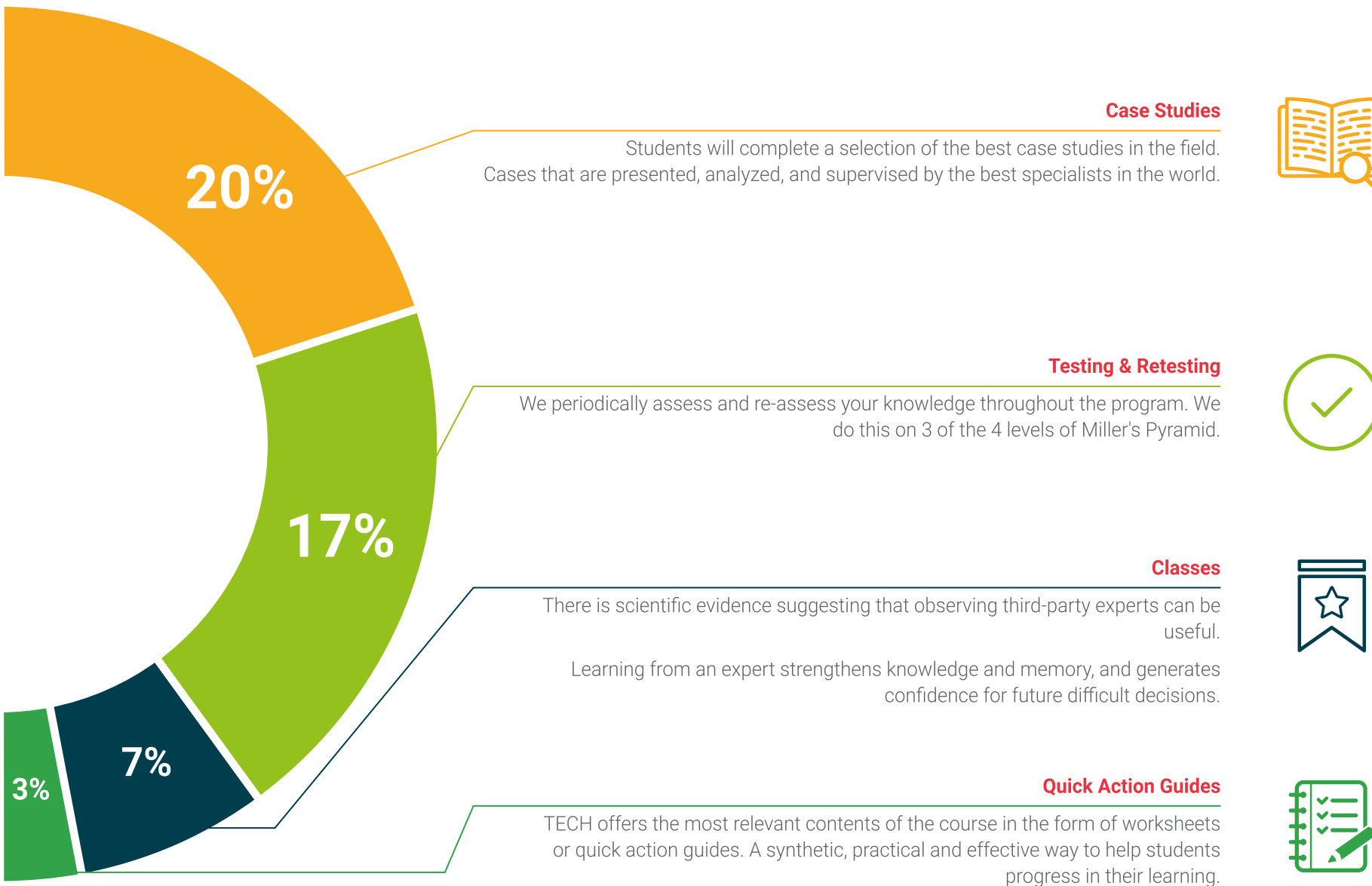
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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06

Teaching Staff

The teaching staff selected by TECH Global University for this program has a strong track record in the field of Neuropsychology applied to Education. Their experience combines academic and research practice, enabling them to address topics such as sensory evaluation, language development, laterality, writing, memory, and learning difficulties with depth. Furthermore, they have led intervention projects in various school contexts that have contributed to optimizing the performance of different individuals.



“

The teaching team for this university program is composed of true experts in Neuropsychology and Education”

Management



Ms. Sánchez Padrón, Nuria Ester

- ♦ General Health Psychologist at Vitaliti
- ♦ Educational Support Teacher at Radio ECCA
- ♦ Degree in Psychology from La Laguna University
- ♦ Master's Degree in General Health Psychology from the University of La Rioja
- ♦ Specialist in Psychological Care in Emergencies at the Red Cross
- ♦ Specialist in Psychological Care in Correctional Institutions

“

*A unique, essential, and
decisive educational
experience to boost your
professional development”*

07

Certificate

The Master's Degree in Neuropsychology and Education guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the 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 **Master's Degree in Neuropsychology and Education** 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.

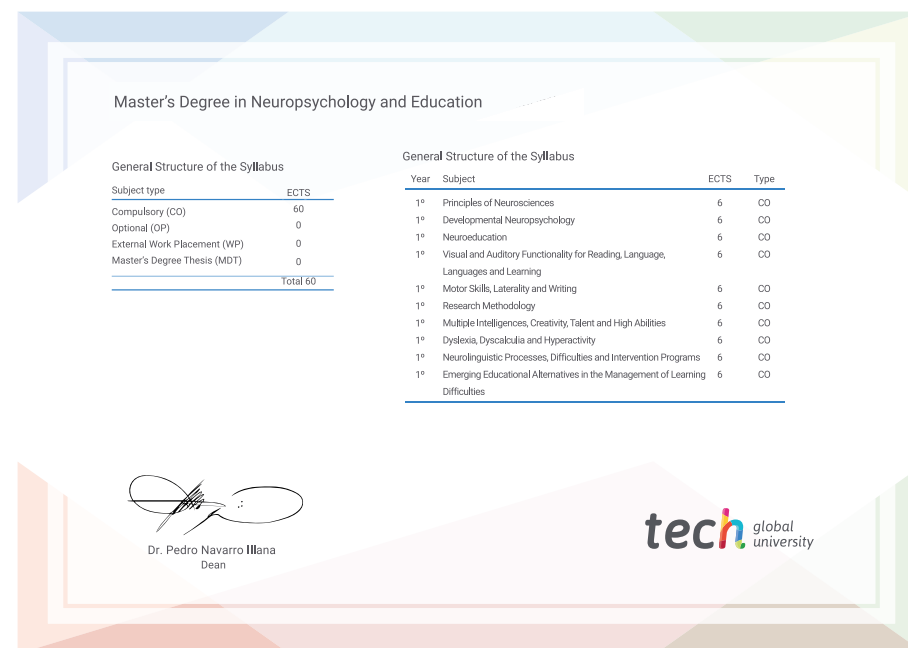
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Neuropsychology and Education**

Modality: **online**

Duration: **12 months.**

Accreditation: **60 ECTS**





Master's Degree Neuropsychology and Education

- » Modality: Online
- » Duration: 12 months.
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Neuropsychology and Education

