Professional Master's Degree
Social and Occupational Psychopedagogy

tech global university

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Professional Master's Degree
Social and Occupational Psychopedagogy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/master/master-social-occupational-psychopedagogy**

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01

Introduction

The work of an educational psychologist has ceased to be a discipline confined to the school environment, and is now firmly established in different fields such as labor and social work. A boost to the profession that has intensely determined the progress in research and development and, indispensably, the need for its professionals to update their knowledge and advance. In this program, students will be able to acquire all the necessary knowledge to be at the forefront from this discipline.

Educational psychologists' work has become an element present in a standardized manner, in the socio-labor field. A presence that needs to be kept up to date Don't be left out"

Psychopedagogy has reached, by its own merits, a place of recognition in the current scientific panorama. The knowledge of this discipline has become the subject of articles, monographs, and publications at international level that have shaped a panorama of great interest for the professional. These developments have led to advances in techniques, disciplines, and modes of presence and intervention, that make constant updating an indispensable condition.

This increasingly broad program leaves the educational center in order to reach all types of sectors, specifically socio-labor, where it becomes an invaluable asset. The new social and labor circumstances, the new educational challenges, the vertiginous evolution of cultural contexts and many other challenges, require the greatest capacity in the professionals of Psychopedagogy.

In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, school, or family life, sexual or functional diversity, or any of the new paradigms are not static, but evolve and constantly require a competent look that supports, guides, and serves as a reference and, in turn, has adequate professional support.

A thorough overview of intense challenges, that in this comprehensive program, TECH tries to face. With the most complete human and technological means that will allow you to advance safely, comfortably and efficiently.

This **Professional Master's Degree in Social and Occupational Psychopedagogy** contains the Educational most complete and up-to-date program on the market. Its most notable features are:

- The development of practical cases presented by Psychopedagogy Experts
- Designed with graphic, schematic, and eminently practical content
- News on Psychopedagogy: Sociolaboral itineraries
- Practical exercises where self-evaluation process can be carried out to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student.
- Evidence-based methodologies in Psychopedagogy: Sociolaboral itineraries
- 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

Prepare yourself for the challenges of a constantly evolving area of work, and give your CV an unstoppable boost to compete in this field"

The most advanced forms of intervention and resources for psychological support and guidance, all in this PROGRAM created specially to boost your competitiveness"

A quality program, developed by experts in the field who, will put their professional and teaching experience at your service to accompany you throughout your specialization.

Designed to allow you to combine your studies with other occupations, smoothly and comfortably, without giving the educational quality up.

The teaching staff of this Professional Master's Degree Social and Occupational Psychopedagogy the up of professionals in the sector, who pour all their knowledge and experience into this program to produce quality content, as well as recognized specialists belonging to reference societies and prestigious universities.

The Multimedia Content has been elaborated with the latest Educational Technology, which will allow the Professional a situated and contextual Learning, through which the student will be able to study in a Simulated Environment in which they will be able to train in Real Situations.

This program is designed based on Problem-Based Learning, so that professionals will have to try to solve different professional practice situations that arise throughout the course. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of Social and Occupational Psychopedagogy with extensive teaching experience.

02

Objectives

The main objective of this study is to your experience offer the professionals a high- complement. Through the development of a very comprehensive program, will accompany you in the acquisition of the necessary skills and competencies to be able to face with the challenges that Psychopedagogy faces in its practice. But it will also promote personal growth through a curriculum created to encourage intellectual development.

This Professional Master's Degree will provide you with real challenges that will allow you to gain contextual learning, learning in a practical way with the best study methods currently available"

General Objectives

- Develop a comprehensive understanding of major psychological theories and their application across different stages of developmental growth
- Master advanced techniques for assessment, diagnosis, and psycho-pedagogical guidance in social, community, and workplace settings
- Apply educational research and innovation methodologies to improve psycho-pedagogical processes across various contexts
- Identify and diagnose psycho-pedagogical needs in at-risk groups, promoting effective intervention strategies
- Design and manage socio-occupational projects that promote inclusion and professional development across diverse sectors
- Implement career placement strategies and support professional development tailored to market demands
- Provide early intervention in psychosocial risk situations to enhance social and educational integration for different groups
- Promote health education and hospital psycho-pedagogy to optimize care and support in healthcare environments

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

Specific Objectives

Module 1. Main Psychological Theories and Stages of Evolutionary Development

- Analyze the major psychological theories and their impact on learning processes and human development
- Identify the specific characteristics and needs at each stage of developmental growth to design effective psycho-pedagogical interventions

Module 2. Assessment, Diagnosis, and Psychopedagogical Guidance

- Apply assessment tools and techniques to identify learning difficulties and psycho-pedagogical guidance needs
- Design personalized intervention plans based on rigorous psycho-pedagogical diagnoses

Module 3. Educational Measurement, Research and Innovation

- Develop research in the psychopedagogical field by applying innovative methodologies to improve educational and social intervention
- Implement measurement strategies to evaluate the impact of psycho-pedagogical programs in different contexts

Module 4. Psychopedagogical Assessment in Social and Community Contexts

- Identify risk and protective factors in social and community contexts to design appropriate intervention strategies
- Apply psychopedagogical diagnostic models in vulnerable populations to improve their social and educational integration

Module 5. Professional Integration, Continuing Education, and Career Development

- Design career guidance strategies to facilitate the labor integration of diverse groups
- Apply techniques for developing transferable skills and improving employability in a changing job market

Module 6. Design, Management, and Evaluation of Social and Occupational Projects

- Plan and implement socio-occupational projects that promote inclusion and professional development
- Evaluate the impact of socio-occupational programs through follow-up methodologies and results measurement

Module 7. Early Intervention

- Develop psychopedagogical intervention strategies in early childhood to prevent learning difficulties and social development issues
- Apply early detection tools to identify educational and emotional needs in childhood

Module 8. Health Education and Psychopedagogy in Hospitals

- Design health education programs aimed at improving the quality of life of different groups
- Implement psychopedagogical strategies in hospital environments to favor the adaptation of patients to their recovery process

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

- Develop support and guidance programs for families in contexts of social vulnerability
- Apply intervention strategies to strengthen the educational and protective role of families at psychosocial risk

Module 10. Adaptation to Multiple Intelligence Situations

- Design teaching plans adapted to the different multiple intelligences to enhance individualized learning
- Apply inclusive methodologies that promote equity and personalized learning in diverse contexts

Module 11. Technological Innovation in Teaching

- Integrate digital tools and innovative strategies into teaching-learning processes
- Apply technological resources to optimize psychopedagogical intervention and professional guidance in digital environments

03

Competencies

Through the Developments of this complete program you will be able to Renew and Complete your Competencies in the area of school Psychopedagogy, incorporating new International Perspectives and Forms of Intervention in a progressive but fast way. A way of Learning that will allow you to apply everything integrated from the PROGRAM to your Work almost immediately.

Become a professional capable of bringing quality in the field of psycho-pedagogy to any field of intervention"

General Skills

- Be able to maintain a Reflective and Critical Behavior in the face of Social and Psychopedagogical Reality, and to favor Changes and Innovations that lead to improve the Quality of Individual and Social Life
- Master Psychopedagogical skills and abilities necessary to promote learning and coexistence in the classroom and other environments through cooperation strategies.
- Apply theoretical knowledge and scientific advances in Psychopedagogy to professional practice and research
- Be able to apply the Code of Ethics of the Profession, considering the Rights of Users and Current Legislation BORRAR

Specific Skills

- Be able to explain and develop the fundamentals of the Different Evolutionary Stages of Human Development
- Be able to make a diagnosis directed to the intervention with patients in the social and occupational area of Psychopedagogy
- Be able to adequately plan Psychopedagogical Research
- Use the Qualitative and Quantitative means of Measurement concerning Interventions and Developments
- Incorporate existing measurement and evaluation instruments into the work tools
- Be able to develop efficient socio-community intervention programs
- Have a good command of the existing educational programs to be applied
- Know how to work with different age groups and apply timely intervention
- Have the ability to efficiently orient towards labor market insertion
- Recognize the existing labor integration pathways
- Design a complete and efficient socio-labor project
- Be able to use all existing resources
- Apply the dynamics of family intervention in psychosocial risk situations
- Intervene between Family and School in a Proactive and Dynamic way
- Know how to Intervene in the Elderly in a Useful and Efficient way
- Know and Apply all the Existing Services for the Elderly
- Perform a Comprehensive Assessment in Aging
- Create protocols for inclusive education
- Utilize existing resources for inclusive education
- Develop measures to promote inclusion
- Incorporate the latest technological advances applicable to education into the work method
- Turn new technology into a daily resource in the curricular development of students with SEN

Psychopedagogy is a discipline in permanent evolution We offer you the best up-to-date program, with the quality you've been looking for"

04

Course Management

Within the concept of total quality of the program, we are proud to offer our students a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

An impressive teaching staff, formed up of professionals from different areas of expertise, will be your teachers during your specialization: a unique opportunity not to be missed"

Management

Mr. Alfonso Suárez, Álvaro

- Psychopedagogist specialized in SEN students
- Social and healthcare technician for people dependent on social institutions
- Social Integration Technician
- Degree in Psychopedagogy, University of La Laguna

05

Structure and Content

The structure of the contents has been designed by a team of professionals from leading educational centers and universities. Structured in specific units, it will allow you to learn in a gradual and sustained way, without losing motivation during the process.

An educational program carefully developed to offer you a preparatory itinerary of global quality and proven effectiveness"

Module 1. Main Psychological Theories and Stages of Evolutionary Development

1.1. Main Authors and Psychological Theories of Childhood Development
- 1.1.1. Psychoanalytic Theory of Child Development by S. Freud
- 1.1.2. E. Erikson's Theory of Psychosocial Development
- 1.1.3. Jean Piaget's Theory of Cognitive Development
  - 1.1.3.1. Adaptation: The Processes of Assimilation and Accommodation Lead to Equilibrium
  - 1.1.3.2. Stages of Cognitive Development
  - 1.1.3.3. Sensory-motor Stage (0-2 Years)
  - 1.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 Years)
  - 1.1.3.5. Stage of Concrete Operations (7-11 Years)
  - 1.1.3.6. Formal Operations Stage (11-12 Years and Older)
- 1.1.4. Sociocultural Theory of Lev Vigotsky
  - 1.1.4.1. How Do We Learn?
  - 1.1.4.2. Higher Psychological Functions
  - 1.1.4.3. Language as a Mediating Tool
  - 1.1.4.4. Proximal Zone of Development
  - 1.1.4.5. Development and Social Context

1.2. Introduction to Early Intervention
- 1.2.1. History of Early Intervention
- 1.2.2. Definition of Early Intervention
  - 1.2.2.1. Levels of Intervention in Early Intervention
  - 1.2.2.2. Main Fields of Action
- 1.2.3. What Is an Early Childhood Development and Care Center (ECDCC)?
  - 1.2.3.1. Concept of ECDCC
  - 1.2.3.2. Functioning of a ECDCC
  - 1.2.3.3. Professionals and Areas of Intervention

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

1.4. Milestones of Alarm in Child Development

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

1.6. Cognitive Development during Adolescence and Early Adulthood

Module 2. Assessment, Diagnosis, and Psychopedagogical Guidance

2.1. Guidance and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study and Trajectory
- 2.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
  - 2.1.1.1. Concept of Educational Diagnosis
  - 2.1.1.2. Functions of Educational Diagnosis
  - 2.1.1.3. Qualities of the Diagnostician
- 2.1.2. Dimensions, Scopes, and Areas of Action
  - 2.1.2.1. Dimensions in Psychopedagogical Intervention
  - 2.1.2.2. Spheres and Areas of Intervention

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

2.3. Psychological and Pedagogical Diagnosis: Concept, Possibilities and Delimitation in the Framework of Psychopedagogical Action
- 2.3.1. The Diagnostic Process and Stages
  - 2.3.1.1. Diagnostic Process
  - 2.3.1.2. Stages of Diagnosis

2.4. Psychopedagogical Assessment Process according to Different Domains of Action
- 2.4.1. Assessment as a Process
- 2.4.2. Domains of Action and Areas of Intervention and Assessment in the School and Family Context
  - 2.4.2.1. Scope and Domains of Action
  - 2.4.2.2. Assessment Process at School
  - 2.4.2.3. Assessment Process in Family Settings

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

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

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

2.8. Returning Information and Follow-up
- 2.8.1. Information Return and Follow-Up
  - 2.8.1.1. Return
  - 2.8.1.2. Monitoring

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

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

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

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

Module 3. Educational Measurement, Research and Innovation

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

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

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

3.4. Selecting a Topic and Drafting a Paper
- 3.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework Project and Final Report
  - 3.4.1.1. Selection of the Topic of Study
  - 3.4.1.2. Elaboration of the Theoretical Framework
  - 3.4.1.3. Project and Final Report

3.5. Quantitative Designs I
- 3.5.1. Experimental, Intergroup, Intragroup Designs
  - 3.5.1.1. Experimental Designs
  - 3.5.1.2. Intergroup Designs
  - 3.5.1.3. Intragroup Designs

3.6. Quantitative Designs II
- 3.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
  - 3.6.1.1. Quasi-Experimental Designs
  - 3.6.1.2. Descriptive Designs
  - 3.6.1.3. Correlational Designs

3.7. Qualitative Designs
- 3.7.1. Qualitative Research Conceptualization and Modalities
  - 3.7.1.1. Qualitative Research Conceptualization
  - 3.7.1.2. Ethnographic Research
  - 3.7.1.3. The Case Study
  - 3.7.1.4. Biographical-narrative Research
  - 3.7.1.5. Grounded Theory
  - 3.7.1.6. Action Research

3.8. Innovative Methodologies
- 3.8.1. Educational Innovation for School Improvement. Innovation and ICT
  - 3.8.1.1. Educational Innovation for School Improvement
  - 3.8.1.2. Innovation and ICT

3.9. Measurement and Assessment: Techniques, Tools and Information Gathering I
- 3.9.1. The Collection of Information: Measurement and Assessment. Data Collection Techniques and Instruments
  - 3.9.1.1. The Collection of Information: Measurement and Assessment
  - 3.9.1.2. Data Collection Techniques and Instruments

3.10. Measurement and Assessment: Techniques, Tools and Information Gathering II
- 3.10.1. Research Tools: The Tests
- 3.10.2. Reliability and Validity: Technical Requirements for Assessment Tools in Education
  - 3.10.2.1. Reliability
  - 3.10.2.2. Validity

3.11. Quantitative Information Analysis
- 3.11.1. Statistical Analysis. Research Variables and Hypotheses
  - 3.11.1.1. Statistical Analysis
  - 3.11.1.2. Variables
  - 3.11.1.3. Hypotheses
  - 3.11.1.4. Descriptive Statistics
  - 3.11.1.5. Inferential Statistics

3.12. Qualitative Information Analysis
- 3.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
  - 3.12.1.1. General Process of Qualitative Analysis
  - 3.12.1.2. Criteria of Scientific Rigor
- 3.12.2. Categorization and Coding of Data
  - 3.12.2.1. Data Categorization
  - 3.12.2.2. Data Coding

Module 4. Psychopedagogical Assessment in Social and Community Contexts

4.1. Concept and Purpose of Socio-Community Intervention
- 4.1.1. Concept, Principles and Purpose of Socio-Community Intervention Areas and Scope
  - 4.1.1.1. Concept and Principles of Socio-Community Intervention
  - 4.1.1.2. Purpose
  - 4.1.1.3. Areas and Scope

4.2. Socio-Community Intervention Agents and Recipients
- 4.2.1. Socio-Community Mediation: Social Agents and Target Audiences
  - 4.2.1.1. Social Agents
  - 4.2.1.2. Recipients

4.3. The Twofold Framework for Action: Non-Formal Education and Informal Education
- 4.3.1. Conceptualization of Non-Formal and Informal Education and Areas of Intervention
  - 4.3.1.1. Non-Formal Education
  - 4.3.1.2. Areas of Intervention in Non-Formal Education
  - 4.3.1.3. Informal Education
  - 4.3.1.4. Areas of Intervention in Informal Education

4.4. Non-Formal Education Programs: Childhood
- 4.4.1. Non-Formal Child Care Programs.
  - 4.4.1.1. Non-Formal Child Care Programs

4.5. Non-Formal Education Programs: Adolescence and Youth
- 4.5.1. Job Training, Social Component, NGOs: Adolescent and Public Entity Adolescent Programs
  - 4.5.1.1. Workforce Training Programs
  - 4.5.1.2. Social Programs
  - 4.5.1.3. NGO Programs for Adolescents
  - 4.5.1.4. Public Programs for Adolescents

4.6. Non-Formal Education Programs: Seniors
- 4.6.1. NGO Middle-Age Programs, Public Entity Middle-Age Programs, Job Training Programs
  - 4.6.1.1. NGO Programs for the Middle Aged
  - 4.6.1.2. Public Programs for Middle Aged
  - 4.6.1.3. Workforce Training Programs

4.7. Non-Formal Education Programs: Elderly
- 4.7.1. Active Aging. Programs for the Elderly
  - 4.7.1.1. Active Aging
  - 4.7.1.2. Promoting Active Aging: Programs

4.8. Mediation in Special Vulnerability Groups: People in Prisons
- 4.8.1. Health Mediation, Mediation Project Design and Selection and Recruitment of Health Care Workers
  - 4.8.1.1. Health Mediation and Mediation Project Design
  - 4.8.1.2. Selection and Recruitment of Health Care Workers

4.9. Mediation in Special Vulnerability Groups: Institutionalized Minors
- 4.9.1. Family Conflict. Residential Foster Care and Conflict Resolution Programs
  - 4.9.1.1. Family Conflict
  - 4.9.1.2. Residential Foster Care
  - 4.9.1.3. Conflict Resolution Programs

4.10. Mediation in Special Vulnerability Groups: People in Situations of Marginalization and Extreme Poverty
- 4.10.1. Extreme Poverty and Human Rights. Measurement and Mediation
  - 4.10.1.1. Extreme Poverty
  - 4.10.1.2. Human rights
  - 4.10.1.3. Measurement
  - 4.10.1.4. Mediation

4.11. Mediation in Special Vulnerability Groups: Persons in a Migratory or Refugee Situation
- 4.11.1. Projects based on Refugee Status, Intercultural Mediators and Geographical Scope
  - 4.11.1.1. Projects based on Refugee Status
  - 4.11.1.2. Intercultural Mediators
  - 4.11.1.3. Geographical Scope

4.12. Mediation in Special Vulnerability Groups: People Who Have Suffered Abuse or Mistreatment
- 4.12.1. Types of Maltreatment. Mediators and Social Mediation in Families
  - 4.12.1.1. Concept of Maltreatment
  - 4.12.1.2. Types of Maltreatment
  - 4.12.1.3. Mediators and Social Mediation in Families

Module 5. Professional Integration, Continuing Education, and Career Development

5.1. Employment: Necessity or Difficult Reality
- 5.1.1. Employment in the Economic Crisis Context
  - 5.1.1.1. Employment and Economic Crisis
- 5.1.2. Effects of Unemployment on Health. Resilience Facing Unemployment
  - 5.1.2.1. Unemployment and Health
  - 5.1.2.2. Resilience Facing Unemployment

5.2. Professional Projects
- 5.2.1. Professional Project Concept and Characteristics. Professional Project Creation
  - 5.2.1.1. Professional Project Concept
  - 5.2.1.2. Professional Project Characteristics
  - 5.2.1.3. Professional Project Creation
- 5.2.2. Job Maps and Portfolios
  - 5.2.2.1. Job Maps
  - 5.2.2.2. Professional Project Portfolios

5.3. Skills: Personal Characteristics for Employment
- 5.3.1. Personal Skills and Their Assessment
  - 5.3.1.1. Achievement Skills
  - 5.3.1.2. Equipment and Personnel Management Skills
  - 5.3.1.3. Cognitive Skills
  - 5.3.1.4. Influence Skills
- 5.3.2. Skill Assessment
  - 5.3.2.1. Tools and Techniques

5.4. Employability
- 5.4.1. Concept of Employability and its Practical Utility. Relationship Between Employability and Self-Efficacy
  - 5.4.1.1. Employability Concept
  - 5.4.1.2. Employability Practicality
  - 5.4.1.3. Employability and Self-Efficacy

5.5. Labor Market Insertion: Employment Reality
- 5.5.1. The Context of Labor Market Integration. Intervention Guidelines to Improve the Quality of Training and Social and Labor Market Integration
  - 5.5.1.1. The Context of Labor Market Integration. What Is Labor Market Integration?
  - 5.5.1.2. Intervention Guidelines to Improve the Quality of Training and Social and Labor Market Integration

5.6. Guidance to Improve Employment
- 5.6.1. Employment Orientation: CV Innovation, Job Search Plan, Recruitment Processes
  - 5.6.1.1. Career Guidance
  - 5.6.1.2. CV Innovation
  - 5.6.1.3. Job Search Plan
  - 5.6.1.4. Recruitment Process

5.7. Guidance Programs Focused on Career Path Construction
- 5.7.1. Characteristics of integration pathways and elements for the elaboration of the pathway. Programs
  - 5.7.1.1. What is a Career Integration Plan?
  - 5.7.1.2. What Elements Are Essential for the Development of the Itinerary?
  - 5.7.1.3. Programs

5.8. Entrepreneurship Initiatives
- 5.8.1. Entrepreneurship Introduction and Pedagogy
  - 5.8.1.1. Entrepreneurship Concept
  - 5.8.1.2. Entrepreneurship Pedagogy

5.9. Concept of Continuing Education
- 5.9.1. History, Strategic Plans and Promotion
  - 5.9.1.1. Concept of Continuing Education
  - 5.9.1.2. Background of Continuing Education
  - 5.9.1.3. Strategic Plan
  - 5.9.1.4. Promotion of Continuing Education and Lifelong Learning

5.10. Models of Continuing Education
- 5.10.1. Models in Continuing Education. Change as Lifelong Learning
  - 5.10.1.1. Individually Oriented Training Model
  - 5.10.1.2. Development and Improvement Model
  - 5.10.1.3. Training or Institutional Model
  - 5.10.1.4. Observation-Evaluation Model
  - 5.10.1.5. Research or Inquiry Model

5.11. European Qualifications Framework
- 5.11.1. Professional Qualifications. Social and Educational Accreditation System Functions
  - 5.11.1.1. Professional Qualifications Its Origins
  - 5.11.1.2. Social and Educational Accreditation System Functions

Module 6. Design, Management, and Evaluation of Social and Occupational Projects

6.1. Society, Socialization and Social and Educational Interaction
- 6.1.1. Globalization and the Information and Knowledge Society. Inequality and Education
  - 6.1.1.1. Globalization
  - 6.1.1.2. The Information and Knowledge Society
  - 6.1.1.3. Inequality and Education

6.2. Quality in Social and Labor Projects
- 6.2.1. Concept of Quality. Quality Service
  - 6.2.1.1. Concept of Quality
  - 6.2.1.2. Quality of Social and Labor Services

6.3. Social Responsibility and Strategic Planning
- 6.3.1. Strategic and User-Oriented Organizational Models
  - 6.3.1.1. Strategic and User-Oriented Organizational Models
  - 6.3.1.2. Social Responsibility
- 6.3.2. Strategic Planning and Basic Principles in Social and Labor Projects
  - 6.3.2.1. Strategic Planning
  - 6.3.2.2. Basic Principles in Labor Projects

6.4. Reality Analysis and Problem Identification
- 6.4.1. Reality Analysis and Problem Identification. Functions and Areas
  - 6.4.1.1. Reality Analysis and Problem Identification
  - 6.4.1.2. Functions
  - 6.4.1.3. Scope

6.5. Participatory Socio-Educational Diagnosis in Problem Identification
- 6.5.1. Diagnostic Phases
- 6.5.2. Object of Study, Area of Influence and Team Building
  - 6.5.2.1. Object of Study
  - 6.5.2.2. Area of Influence
  - 6.5.2.3. Team Building

6.6. Planning Social and Labor Interventions
- 6.6.1. Justification, Problem Formulation and Objectives
  - 6.6.1.1. Justification
  - 6.6.1.2. Problem Formulation
  - 6.6.1.3. General and Specific Objectives
- 6.6.2. Internal Planning and Management Models
  - 6.6.2.1. Planning Models
  - 6.6.2.2. Internal Management

6.7. Guidelines for Project Development
- 6.7.1. Work Plan, Organizational Elements and Resources
  - 6.7.1.1. Work Plan
  - 6.7.1.2. Organizational Elements and Methodology
  - 6.7.1.3. Resources

6.8. Infrastructure and Human Resources (HR)
- 6.8.1. People Management Resources
  - 6.8.1.1. People Management
- 6.8.2. Assessing Individuals

6.9. Financial Management: Budgets, Execution, and Auditing
- 6.9.1. Budget Preparation and Execution. Audits
  - 6.9.1.1. Budget Preparation
  - 6.9.1.2. Budget Execution
  - 6.9.1.3. Audits

6.10. Performance Assessment Models
- 6.10.1. Design of Assessment
  - 6.10.1.1. Types of Assessment Design
- 6.10.2. Phases in the Process, Types, Methodology and Assessment Tools
  - 6.10.2.1. Phases of the Process
  - 6.10.2.2. Types of Designs
  - 6.10.2.3. Study Methodology
  - 6.10.2.4. Assessment Tools

6.11. Data Collection, Systematization and Analysis
- 6.11.1. Types of Analysis, Techniques and Procedures. Access and Data Collection
  - 6.11.1.1. Types of Data Analysis
  - 6.11.1.2. Data Collection Techniques
  - 6.11.1.3. Procedures for Data Analysis
  - 6.11.1.4. Access to Data
  - 6.11.1.5. Data Logging

6.12. Memorandums and Reports
- 6.12.1. Dissemination of Results, Log and Final Report
  - 6.12.1.1. Dissemination of Results
  - 6.12.1.2. Memory
  - 6.12.1.3. Final Report

Module 7. Early Intervention

7.1. Educational Research and Innovation Introduction
- 7.1.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
  - 7.1.1.1. Concept of Early Care
  - 7.1.1.2. Historical Evolution of Early Care
  - 7.1.1.3. Relationship between Development and Early Learning

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

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

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

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

7.6. Early Psychoeducational Intervention in Social-Emotional Competence
- 7.6.1. Social-Emotional Development and Early Intervention in Social-Emotional Development
  - 7.6.1.1. Social-Emotional Development
  - 7.6.1.2. Social Contexts and Interactions in Childhood
  - 7.6.1.3. Early Intervention in Social-Emotional Development

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

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

Module 8. Health Education and Psychopedagogy in Hospitals

8.1. Global and Local Health Framework
- 8.1.1. Health Definition
- 8.1.2. International Organizations
- 8.1.3. Local Entities

8.2. Role of the Health Educators
- 8.2.1. Constructivism. Pedagogical Model
- 8.2.2. Role of the Professional as a Mediator in Health Education
- 8.2.3. Significant Learning
- 8.2.4. Cooperative Learning

8.3. Culture and Health
- 8.3.1. Multiculturalism and Interculturalism
- 8.3.2. Health as a Complex Phenomenon
- 8.3.3. Affective Intelligence
- 8.3.4. Spiritual Intelligence

8.4. Health Education
- 8.4.1. Health Education
- 8.4.2. Health Promotion
- 8.4.3. Disease Prevention

8.5. Lifestyles and Human Development
- 8.5.1. Public Health
- 8.5.2. Lifestyles and Health
- 8.5.3. Human Development Ecology

8.6. Health Education Projects
- 8.6.1. What Is a Health Education Project?
- 8.6.2. Phases. Diagnosis, Planning, Implementation and Assessment

8.7. Psychopedagogical Aspects Associated with Hospitalization
- 8.7.1. Hospital Pedagogy
- 8.7.2. Pedagogical Experiences. Hospital Classrooms and Home Care
- 8.7.3. Life Coping and Non-Normative Events
- 8.7.4. Creativity in Psycho-pedagogical Intervention

8.8. Social Support in Health Risk Situations
- 8.8.1. Collaborative Context Building
- 8.8.2. Network Intervention in Psychopedagogical Work
- 8.8.3. Resilience, Family Resilience and Community Resilience

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

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

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

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

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

9.5. Socio-Educational Intervention with Families
- 9.5.1. Concept, Foundations and Models of Family SocioEducational Intervention
  - 9.5.1.1. Socio-Educational Intervention with Families
  - 9.5.1.2. Principles of Psychoeducational Intervention with Families
  - 9.5.1.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
  - 9.5.1.4. Models of Socio-Educational Intervention with Families

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

9.7. Intervention in Situations of Risk and Child Abuse in the Family
- 9.7.1. Conceptualization and Typology of Child Abuse
  - 9.7.1.1. The Concept of Child Abuse
  - 9.7.1.2. Types of Child Abuse
- 9.7.2. Actions Against Child Abuse
  - 9.7.2.1. Detection, Assessment, and Care
  - 9.7.2.2. Protocols

9.8. Collaborative Frameworks Between Family and School

9.8. 1 Family and School as Collaborative Environments. Forms of Family Participation in the School
- 9.8.1.1. Family and School as Collaborative Environments
- 9.8.1.2. Forms of Family Participation in the School
- 9.8.1.3. Parenting School and Parental Education

Module 10. Adaptation to Multiple Intelligence Situations

10.1. Neuroscience
- 10.1.1. Introduction
- 10.1.2. Concept of Neuroscience
- 10.1.3. Neuromyths
  - 10.1.3.1. We Only Use 10% of the Brain
  - 10.1.3.2. Right Brain vs. Left Brain
  - 10.1.3.3. Learning Styles
  - 10.1.3.4. Male Brain vs. Female Brain
  - 10.1.3.5. Critical Learning Periods

10.2. The Brain
- 10.2.1. Brain Structures
  - 10.2.1.1. Cerebral Cortex
  - 10.2.1.2. Cerebellum
  - 10.2.1.3. Basal Ganglia
  - 10.2.1.4. Limbic System
  - 10.2.1.5. Brainstem
  - 10.2.1.6. Thalamus
  - 10.2.1.7. Spinal Cord
  - 10.2.1.8. Main Functions of the Brain
- 10.2.2. Triune Model
  - 10.2.2.1. The Reptilian Brain
  - 10.2.2.2. The Emotional Brain
  - 10.2.2.3. The Neocortex
- 10.2.3. Bilateral Model
  - 10.2.3.1. The Right Hemisphere
  - 10.2.3.2. The Left Hemisphere
  - 10.2.3.3. Functioning of the Cerebral Hemispheres
- 10.2.4. Cognitive Brain and Emotional Brain
  - 10.2.4.1. The Rational Brain
  - 10.2.4.2. The Emotional Brain
- 10.2.5. Neurons
  - 10.2.5.1. What Are They?
  - 10.2.5.2. Neuronal Pruning
- 10.2.6. What Are Neurotransmitters?
  - 10.2.6.1. Dopamine
  - 10.2.6.2. Serotonin
  - 10.2.6.3. Endorphin
  - 10.2.6.4. Glutamate
  - 10.2.6.5. Acetylcholine
  - 10.2.6.6. Norepinephrine

10.3. Neuroscience and Learning
- 10.3.1. What Is Learning?
  - 10.3.1.1. Learning as Memorization
  - 10.3.1.2. Learning as Accumulation of Information
  - 10.3.1.3. Learning as Interpretation of Reality
  - 10.3.1.4. Learning as Action
- 10.3.2. Mirror Neurons
  - 10.3.2.1. Learning by Example
- 10.3.3. Levels of Learning
  - 10.3.3.1. Bloom's Taxonomy
  - 10.3.3.2. SOLO Taxonomy
  - 10.3.3.3. Levels of Knowledge
- 10.3.4. Learning Styles
  - 10.3.4.1. Convergent
  - 10.3.4.2. Divergent
  - 10.3.4.3. Accommodating
  - 10.3.4.4. Assimilator
- 10.3.5. Types of Learning
  - 10.3.5.1. Implicit Learning
  - 10.3.5.2. Explicit Learning
  - 10.3.5.3. Associative Learning
  - 10.3.5.4. Significant Learning
  - 10.3.5.5. Cooperative Learning
  - 10.3.5.6. Cooperative Learning
  - 10.3.5.7. Emotional Learning
  - 10.3.5.8. Rote Learning
  - 10.3.5.9. Discovery Learning

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

10.8. Body and Brain
- 10.8.1. The Connection between Body and Brain
- 10.8.2. The Social Brain
- 10.8.3. How Do We Prepare the Brain for Learning?
- 10.8.4. Feeding
  - 10.8.4.1. Nutritional Habits
- 10.8.5. Rest
  - 10.8.5.1. Importance of Sleep in Learning
- 10.8.6. Exercise
  - 10.8.6.1. Physical Exercise and Learning

10.9. Neuroscience and School Failure
- 10.9.1. Benefits of Neuroscience
- 10.9.2. Learning Disorders
- 10.9.3. Elements for a Success-Oriented Pedagogy
- 10.9.4. Some Suggestions for Improving the Learning Process

10.10. Reason and Emotion
- 10.10.1. The Binomial Reason and Emotion
- 10.10.2. What Are Our Emotions Good for?
- 10.10.3. Why Educate Emotions in the Classroom?
- 10.10.4. Effective Learning through Emotions

Module 11. Technological Innovation in Teaching

11.1. Advantages and Disadvantages of the Use of Technology in Education
- 11.1.1. Technology as a Means of Education
- 11.1.2. Advantages of Using It
- 11.1.3. Inconveniences and Addictions

11.2. Educational Neurotechnology
- 11.2.1. Neuroscience
- 11.2.2. Neurotechnology

11.3. Programming in Education
- 11.3.1. Benefits of Programming in Education
- 11.3.2. Scratch Platform
- 11.3.3. Confection of the First Hello World
- 11.3.4. Commands, Parameters and Events
- 11.3.5. Export of Projects

11.4. Introduction to the Flipped Classroom
- 11.4.1. What It Is Based On?
- 11.4.2. Examples of Use
- 11.4.3. Video Recording
- 11.4.4. YouTube

11.5. Introduction to Gamification
- 11.5.1. What is Gamification?
- 11.5.2. Success Stories

11.6. Introduction to Robotics
- 11.6.1. The Importance of Robotics in Education
- 11.6.2. Arduino (Hardware)
- 11.6.3. Arduino (Programming Language)

11.7. Tips and Examples of Use in the Classroom
- 11.7.1. Combining Innovation Tools in the Classroom
- 11.7.2. Real Examples

11.8. Introduction to Augmented Reality
- 11.8.1. What is AR?
- 11.8.2. What are its Benefits in Education?

11.9. How to Develop Your Own Apps in AR
- 11.9.1. Vuforia
- 11.9.2. Unity
- 11.9.3. Examples of Use

11.10. Samsung Virtual School Suitcase
- 11.10.1. Immersive Learning
- 11.10.2. The Backpack of the Future

06

Methodology

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

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

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

At TECH Global University we use the Case Method

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

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

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

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

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

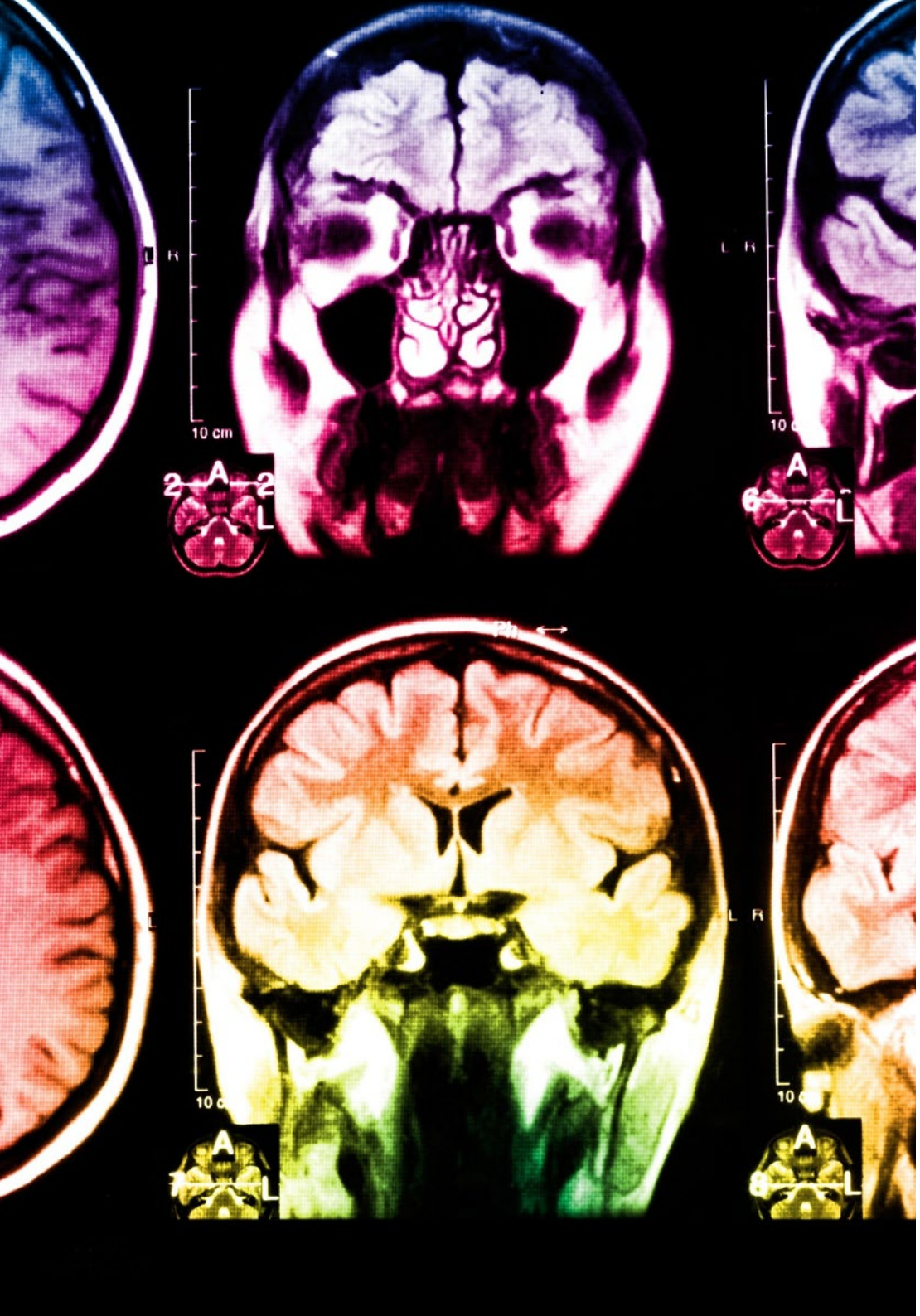
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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



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

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

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

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

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

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

Study Material

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

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

Video Education Techniques and Procedures

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

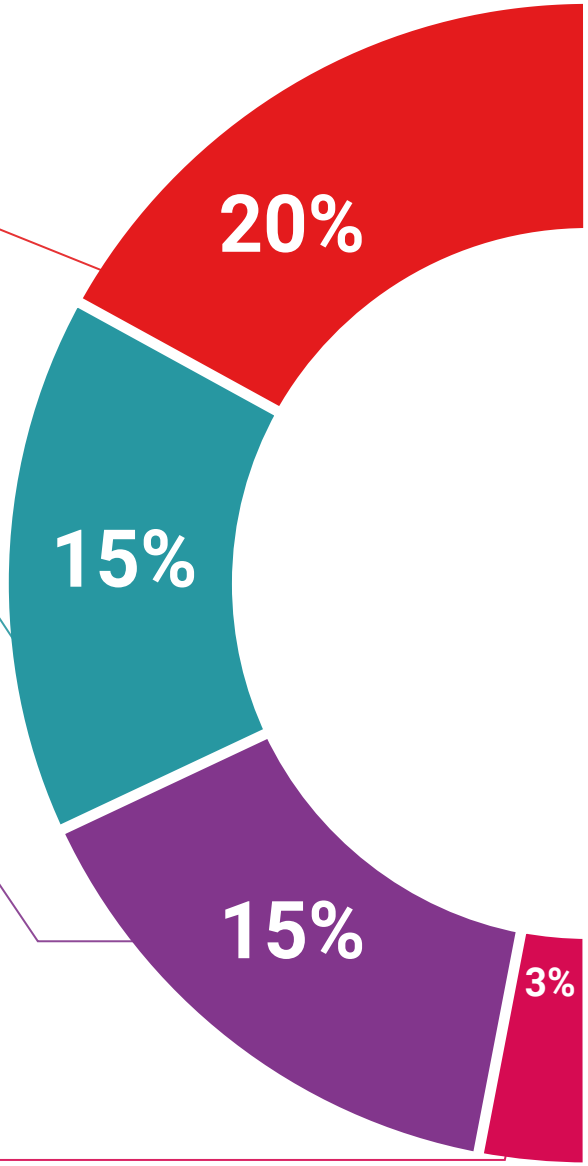
Interactive Summaries

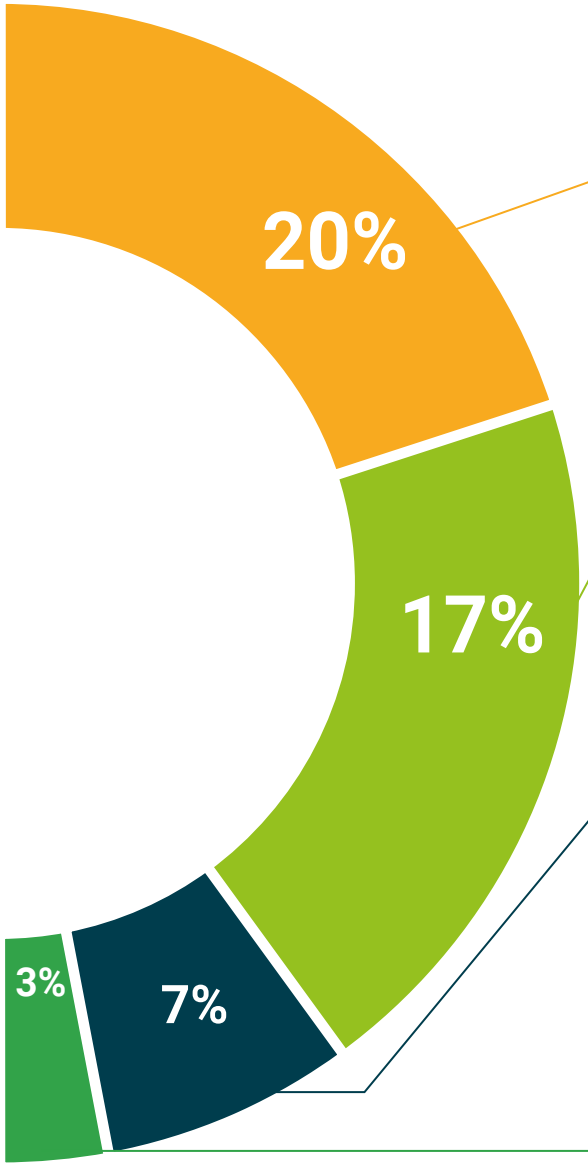
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

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

07

Certificate

This Professional Master's Degree in Social and Occupational Psychopedagogy guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree Certificate issued by TECH Global University.

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

This program will allow you to obtain your **Professional Master's Degree diploma in Social and Occupational Psychopedagogy** 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** title 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: **Professional Master's Degree in Social and Occupational Psychopedagogy**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Professional Master's Degree in Social and Occupational Psychopedagogy

This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

Professional Master's Degree in Social and Occupational Psychopedagogy

General Structure of the Syllabus

Subject type	Hours
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Main psychological theories and stages of evolutionary development	6	CO
1º	Assessment, Diagnosis, and Psycho-pedagogical Orientation	6	CO
1º	Measurement, Research, and Educational Innovation	6	CO
1º	Psycho-Pedagogical Diagnosis in Social and Community Settings	6	CO
1º	Professional Integration, Lifelong Learning and Professional Development	6	CO
1º	Social and Labor Project Design, Management and Evaluation	5	CO
1º	Early Intervention	5	CO
1º	Health Education and Psychopedagogy in Hospitals	5	CO
1º	Psychopedagogical Counseling to Families in Psychosocial Risk Situations	5	CO
1º	Adaptation to Multiple Intelligence Situations	5	CO
1º	Technological Innovation in Teaching	5	CO

Dr. Pedro Navarro Illana
Rector

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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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Professional Master's Degree

Social and Occupational Psychopedagogy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
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