

Master's Degree

High-Capacity Individuals and Inclusive Education

Accreditation/Membership



tech global
university



Master's Degree High-Capacity Individuals and Inclusive 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-high-capacity-individuals-inclusive-education

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 24

05

Career Opportunities

p. 30

06

Study Methodology

p. 34

07

Teaching Staff

p. 44

08

Certificate

p. 50

01

Introduction to the Program

Addressing diversity in school environments represents one of the greatest challenges in the global educational landscape, especially when considering the reality of students with High Intellectual Abilities. According to UNESCO data, millions of children and adolescents with exceptional potential do not receive the appropriate support to develop their talents, limiting their well-being and academic growth. In response to this need, TECH offers a cutting-edge academic proposal aimed at education professionals who seek to integrate updated strategies for identifying, guiding, and supporting these students in inclusive contexts.





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A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe”

Educational support for students with High Intellectual Abilities represents one of the most promising areas within the field of inclusive education. Proper support not only contributes to the full development of individual potential but also fosters more diverse, creative, and equitable learning environments. Currently, education professionals face the challenge of accurately identifying these exceptional abilities, designing differentiated strategies, and generating pedagogical responses that align with the multiple profiles of highly gifted individuals. All of this occurs in a context where neurodiversity is becoming increasingly important within international educational frameworks.

In response to this reality, TECH has designed an innovative and rigorous academic proposal: the Master's Degree in High-Capacity Individuals and Inclusive Education. An academic experience that delves into early detection, psycho-educational intervention, and the design of environments that promote emotional well-being and autonomy for these students. The program also incorporates the latest approaches to intelligence, creativity, motivation, and talent management in the classroom, without losing sight of the challenges that teachers face in their daily practice.

The curriculum has been designed from a practical and applied perspective, integrating case studies, up-to-date research, and cutting-edge digital tools. Thanks to its 100% online methodology and the Relearning method, graduates will be able to progress at their own pace, balancing academic development with their professional and personal lives while acquiring the necessary competencies to lead inclusive processes from an ethical, pedagogical, and transformative perspective.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Master's Degree in High-Capacity Individuals and Inclusive Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in High-Capacity Individuals and Inclusive 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
- ♦ Special emphasis on innovative methodologies in High-Capacity Individuals and Inclusive 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 access an updated academic experience that will guide you to apply the latest digital resources, preparing you to act effectively in contemporary school environments"

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You will analyze the educational needs of students with High Intellectual Abilities, interpreting their cognitive profiles and designing plans that will promote their holistic development”

The faculty includes professionals from the field of High Intellectual Abilities and Inclusive Education, who bring their work experience to this program, along with 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 design personalized learning environments, maximizing the potential of each student according to their abilities, interests, and cognitive style.

With TECH's teaching methodology, become an expert in inclusive pedagogical strategies to enhance talent in the classroom.



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 most complete syllabuses on the university scene

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

A unique learning method

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

The official online university of the NBA

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

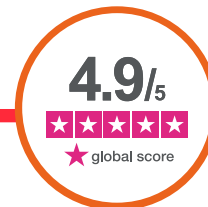
Leaders in employability

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



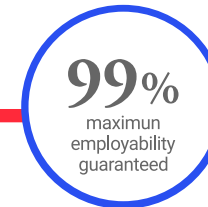
Google Premier Partner

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



The top-rated university by its students

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



03

Syllabus

This university program offers a deep and updated perspective on the educational approach to High-Capacity Individuals and Inclusive Education, from its theoretical foundations to its practical application in the classroom. Throughout the course, professionals will develop skills to identify high-ability profiles, apply intervention strategies based on neuropsychology, foster self-regulated learning, and design emotionally safe environments. Additionally, they will acquire knowledge in Neuro-Linguistic Programming, the use of emerging technologies, and cooperative methodologies, enabling them to transform the educational experience.





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You will apply intervention methodologies and strategies based on Neuropsychology and a deep understanding of advanced cognitive functioning”

Module 1. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

- 1.1. Emerging Educational Paradigm: Toward the Education We Need
 - 1.1.1. Teacher Role beyond Transmitting Knowledge
 - 1.1.2. Student Role in the New Learning Context
- 1.2. Attention to Diversity in Our Pedagogic-Legal Framework
 - 1.2.1. International Treaties
- 1.3. Organizing the Curriculum and High-Capacity Individuals
 - 1.3.1. Educational Plans and Projects
 - 1.3.2. Organizing the Curriculum and the Classroom
 - 1.3.3. Orientation and Guidance Teams
- 1.4. The Evolution of the Concept of Intelligence
 - 1.4.1. Factorial and Multifactorial Models
 - 1.4.2. Synthesis Models and Capacity Studies
 - 1.4.3. From Psychometric Theories to the Information Processing Model
 - 1.4.4. Computational Model
 - 1.4.5. Models Based on Neuroscience: Human Connectome
- 1.5. Explanatory Theories on High-Capacity Individuals
 - 1.5.1. Scientific Basis
 - 1.5.2. Renzulli's Theory
 - 1.5.3. Gagné's Theory
 - 1.5.4. Theories on Intelligence
 - 1.5.5. Evolutionary Models
 - 1.5.6. Multiple Intelligences
- 1.6. Educational Paradigm and Pedagogic-Scientific Framework Concerning High-Capacity Individuals
 - 1.6.1. Definition and History of The Biopsychosocial Model
 - 1.6.2. Some Sociocultural Models that Explain High Abilities
 - 1.6.3. The Biopsychosocial Model: The Integrative Model
 - 1.6.4. Scientific Framework of High Capacity
 - 1.6.5. High Capacity from a Pedagogical Perspective

- 1.7. Multidisciplinary Evolution
 - 1.7.1. Attention to Diversity: Detection, Assessment and Diagnosis
 - 1.7.2. Psychopedagogical Evaluation
 - 1.7.3. The Psycho-Pedagogical Assessment in High Capacity Intellectuals
 - 1.7.4. Multidisciplinary Evolution
- 1.8. Specific Educational Needs and Teacher Training
 - 1.8.1. The Concept of Educational Needs: Origin and Historical Evolution
 - 1.8.2. Specific Educational Needs; NEAE Regulations
 - 1.8.3. Definition and Classification of Specific Educational Needs
 - 1.8.4. Characteristics of NEAE
 - 1.8.5. Teaching Training Needs and Educational Response to the ACNEAE
- 1.9. The Challenge of the 21st 21st Century School Regarding High-Capacity Individuals
 - 1.9.1. A Brief Historical Review
 - 1.9.2. A Plural and Democratic Society
 - 1.9.3. The Challenges of 21st Century Education in Terms of Diversity
 - 1.9.4. The Educational Challenges of the 21st Century with Regard to High Capacity
 - 1.9.5. Competency-Based Learning in High-Capacity Students

Module 2. Definition and Classification of High-Capacity Individuals

- 2.1. Definitions of High-Capacity Individuals
 - 2.1.1. What do we mean by High Capacity?
 - 2.1.2. Models to Differentiate High Abilities
 - 2.1.3. Definition of High Abilities: Principles to Be Taken into Account
 - 2.1.4. Variables Involved in the Identification of High Abilities
 - 2.1.5. Risk Factor for High Abilities
 - 2.1.6. Definition of the Diversity of High Intellectual Abilities: Profiles of High Intellectual Abilities
- 2.2. Spectrum of High-Capacity Individuals
 - 2.2.1. Differential Evolutionary Profiles
 - 2.2.2. Qualitative Cut-off Points
 - 2.2.3. East of the Gaussian Bell
 - 2.2.4. Crystallization of Intelligence

- 2.3. Intellectual Precociousness
 - 2.3.1. Intellectual Precociousness Characteristics
 - 2.3.2. Annotated Real Case Studies
- 2.4. Simple Talent
 - 2.4.1. Simple Talent Characteristics
 - 2.4.2. Verbal Talent
 - 2.4.3. Mathematical Talent
 - 2.4.4. Social Talent
 - 2.4.5. Motor Talent
 - 2.4.6. Musical Talent
 - 2.4.7. Real Case Studies of the Different Talents
- 2.5. Compound Talent
 - 2.5.1. Academic Talent
 - 2.5.2. Artistic Talent
 - 2.5.3. Real Case Studies of Compound Talents
- 2.6. Giftedness
 - 2.6.1. Differential Diagnosis
- 2.7. Characteristics of Giftedness
 - 2.7.1. Gender and Evolutionary Variables
 - 2.7.2. Giftedness Clinic
 - 2.7.3. Double Exceptionality
- 2.8. Clinical aspects of Giftedness
 - 2.8.1. Introduction to Desynchronies
 - 2.8.2. Other Disorders and Comorbidities
- 2.9. Cognitive Learning Styles
 - 2.9.1. Learning Styles
 - 2.9.2. Brain Quadrant Model
 - 2.9.3. Silverman Dimensional Model
 - 2.9.4. Experience-Based Learning Model
 - 2.9.5. Neurolinguistic Programming Model
 - 2.9.6. Cognitive Learning Styles
 - 2.9.7. Questionnaires and Assessment Instruments
 - 2.9.8. Implications in Educational Practice

Module 3. Identification of High-Capacity Individuals

- 3.1. Group and Individual Detection: Tools
 - 3.1.1. Legislative Section
 - 3.1.2. Historical Approach
 - 3.1.3. Individual and Group Detection of High Abilities
 - 3.1.4. Instruments for the Individual and Group Detection of High Abilities
- 3.2. Psychopedagogical Evaluation Models
 - 3.2.1. Psychopedagogical Evaluation Principles
 - 3.2.2. Measurement Validity and Reliability
- 3.3. Psychometric Assessment Tools
 - 3.3.1. Cognitive Aspects
 - 3.3.2. Performance and Aptitude Tests
 - 3.3.3. Complementary Tests
- 3.4. Qualitative Assessment Tools
 - 3.4.1. Personality Tests
 - 3.4.2. Motivation Tests
 - 3.4.3. Behavior Tests
 - 3.4.4. Self-concept Tests
 - 3.4.5. Adaptation and Socialization Tests
 - 3.4.6. Projective Tests
- 3.5. Multidisciplinary Assessment and Clinical Diagnosis
 - 3.5.1. Educator and Teacher Contributions
 - 3.5.2. Specialist Psycho-pedagogue Contributions
 - 3.5.3. Clinician and Physician Contributions
 - 3.5.4. Asynchronous Neurodevelopment
- 3.6. Comorbidities
 - 3.6.1. Asperger's Syndrome
 - 3.6.2. Double Exceptionality
 - 3.6.3. Attention Deficit Disorder with or without Hyperactivity
 - 3.6.4. Personality Disorders
 - 3.6.5. Eating Disorders
 - 3.6.6. Learning Difficulties

- 3.7. Personal Treatment
 - 3.7.1. Intervention with Students
 - 3.7.2. Educational Measures for Students with High Capacity
 - 3.7.3. Principles and Guidelines to Be Taken into Account by Teachers
 - 3.7.4. Tutoring Activities
 - 3.7.5. Monitoring and Evaluation of the Measures Carried Out
- 3.8. Response to the Family's Request
 - 3.8.1. The Family as a Socializing Agent
 - 3.8.2. High Abilities and Main Characteristics of These Students
 - 3.8.3. Parents Role
 - 3.8.4. Family Models and Their Influence on the Development of High Abilities.
 - 3.8.5. Main Concerns of Family Members
 - 3.8.6. Myths and Reality about High Abilities
 - 3.8.7. Family Strategy
- 3.9. Guidelines for Educational Response
 - 3.9.1. Major Changes in the School
 - 3.9.2. Educational Response

Module 4. Neuropsychology of High-Capacity Individuals

- 4.1. Introduction to Neuropsychology
 - 4.1.1. Introduction to Neuropsychology
 - 4.1.2. Brain Development
 - 4.1.3. The Development of Intelligence
 - 4.1.4. The Flynn Effect
- 4.2. Neurobiological Basis of High-Capacity Individuals
 - 4.2.1. Introduction to Differences in High-Capacity Individuals
 - 4.2.2. High-Capacity Individuals Skull Size Hypothesis
 - 4.2.3. High-Capacity Individuals Process Differentiation Hypothesis
 - 4.2.4. High-Capacity Individuals Neuronal Hyperconnectivity Hypothesis
 - 4.2.5. Neuronal Inhibition in High-Capacity Individuals
 - 4.2.6. Neuronal Plasticity in High-Capacity Individuals

- 4.3. Differential Cognitive Functioning
 - 4.3.1. Cognitive Differences in High-Capacity Individuals
 - 4.3.2. Positive Decay Theory
 - 4.3.3. Resource Management Optimization
 - 4.3.4. The Over-Optimized Cognitive Process in High-Capacity Individuals
 - 4.3.5. Cognitive Differences in Early Childhood
- 4.4. Metacognitive Regulation
 - 4.4.1. Defining Metacognition
 - 4.4.2. Development of Metacognition
 - 4.4.3. The Relation between Metacognition and Intelligence
 - 4.4.4. Training Metacognition
- 4.5. Endophenotypes or Neurobiological Markers
 - 4.5.1. The Origin of High-Capacity Individuals
 - 4.5.2. Endophenotypes and High-Capacity Individuals
 - 4.5.3. Inheritability of High-Capacity Individuals
 - 4.5.4. Neurobiological Markers of High-Capacity Individuals
 - 4.5.5. Endophenotypes vs. Neurobiological Markers of High-Capacity Individuals
- 4.6. Contributions to Clinical Diagnosis
 - 4.6.1. Psychological Problems and High-Capacity Individuals
 - 4.6.2. High-Capacity Individuals and ADHD
 - 4.6.3. High-Capacity Individuals and Learning Disabilities
 - 4.6.4. High-Capacity Individuals and Negativistic Defiant Disorder
 - 4.6.5. High-Capacity Individuals and ASD
- 4.7. Plasticity and Brain Development
 - 4.7.1. Introduction to Neuronal Plasticity
 - 4.7.2. The Role of Neurogenesis
 - 4.7.3. Fragility of Neuronal Plasticity
 - 4.7.4. Brain Development in High-Capacity Individuals

- 4.8. Cognitive Processing and Learning
 - 4.8.1. Cognitive Processes in High-Capacity Individuals
 - 4.8.2. Sensation in the High-Capacity Individuals
 - 4.8.3. Perception in High-Capacity Individuals
 - 4.8.4. Attention in High-Capacity Individuals
 - 4.8.5. Memory in High-Capacity Individuals
 - 4.8.6. Emotion in High-Capacity Individuals
 - 4.8.7. Learning in High-Capacity Individuals
 - 4.8.8. The P.A.S.S Theory
 - 4.8.9. Motivation in High-Capacity Individuals
 - 4.8.10. The M.E.P.S Model
- 4.9. Different Minds, Different Learning Experiences.
 - 4.9.1. Approximation to Differences in High-Capacity Individuals
 - 4.9.2. Approach to High-Capacity Individuals from the Talents
 - 4.9.3. Factors that Facilitate High-Capacity Individuals
 - 4.9.4. Environment and High-Capacity Individuals
 - 4.9.5. Characteristics of Students with High-Capacity Individuals
- 4.10. Brain Functioning: Classroom Strategies
 - 4.10.1. AI in the Classroom
 - 4.10.2. Neuroeducation and AACCC
 - 4.10.3. School Adaptations for High-Capacity Individuals

Module 5. Clinical Aspects and Educational Needs of High-Capacity Individuals

- 5.1. Clinical, Not Pathological Aspects
 - 5.1.1. Criteria of the Reference Manuals
 - 5.1.2. Multiprofessional Teams
- 5.2. Biopsychosocial Model
 - 5.2.1. Biological Foundations
 - 5.2.2. Psychological Foundations
 - 5.2.3. Social Foundations

- 5.3. Clinical Manifestations of High-Capacity Individuals
 - 5.3.1. Internal Dyssynchrony
 - 5.3.2. External Dyssynchrony
 - 5.3.3. Negative Pygmalion Effect
 - 5.3.4. Identity Diffusion Syndrome
 - 5.3.5. Overexcitabilities
 - 5.3.6. Cognitive and Creative Functions
- 5.4. Clinical Features and Explanation on the Basis of High-Capacity Individuals
 - 5.4.1. Frequent Symptoms
 - 5.4.2. Explanation Based on High Capacities
 - 5.4.3. Most Frequent Diagnostic Confusions
- 5.5. Needs Derived from Self-Knowledge and Cognitive Profile
 - 5.5.1. I Know What I Am Like
 - 5.5.2. I Know How I Behave
 - 5.5.3. Homogeneity vs. Heterogeneity
 - 5.5.4. Capacity and Performance
- 5.6. Needs Derived from the Teaching-Learning Process
 - 5.6.1. Defined Style
 - 5.6.2. Undefined Style
 - 5.6.3. Transmitting Information
 - 5.6.4. Methodological Flexibility
- 5.7. Personality and Emotional Needs
 - 5.7.1. Personality Profiles
 - 5.7.2. External Points
- 5.8. Motivation and Emotional Needs
 - 5.8.1. Affective Problems
 - 5.8.2. Hypomotivation
- 5.9. Interaction Needs
 - 5.9.1. Peer Relationships
 - 5.9.2. Other Group Relationships

Module 6. Intervention in High-Capacity Individuals

- 6.1. Techniques to Improve Self-Esteem
 - 6.1.1. Understanding how self-esteem is formed
 - 6.1.2. Techniques to Improve Self-Esteem
- 6.2. Coping and Problem-Solving Strategies
 - 6.2.1. Coping Strategies
 - 6.2.2. Self-Instructions
 - 6.2.3. Problem-Solving Techniques
- 6.3. Social Skills
 - 6.3.1. Importance of Social Skills at High-Capacity Individuals
 - 6.3.2. Models and Types of Social Skills
- 6.4. Emotional Management
 - 6.4.1. Emotion Recognition
 - 6.4.2. Emotions Expression
- 6.5. Learning Planning
 - 6.5.1. Dimensions of Learning
 - 6.5.2. Spatio-Temporal Organization of Learning
- 6.6. Personal Development Orientation and Guidance
 - 6.6.1. Guidelines for Cognitive Development
 - 6.6.2. Guidelines for Emotional Development
 - 6.6.3. Guidelines in Vocational and Professional Sector
- 6.7. Family-Centered Intervention
 - 6.7.1. Understanding High-Capacity Individuals
 - 6.7.2. Acceptance of Reality
 - 6.7.3. Decision-Making in the Family Environment
 - 6.7.4. Behaviors within the Family
 - 6.7.5. Projects with the Family
 - 6.7.6. Emotional Intelligence. Managing Emotions

- 6.8. Educational Intervention
 - 6.8.1. School Educational Project
 - 6.8.2. Structural Adjustments
 - 6.8.3. Organizational Changes
 - 6.8.4. Plan of Attention to Diversity
 - 6.8.5. Teacher Training Plan
 - 6.8.6. Organizing the Early Childhood Syllabus
 - 6.8.7. Organizing the Primary Education Syllabus
 - 6.8.8. Organizing the Secondary Education Syllabus
 - 6.8.9. Emotional Intelligence. Classroom Application
 - 6.8.10. Family and School Projects and Programs

Module 7. Educational Strategies and Methodologies

- 7.1. Definition of Curricular Enrichment
 - 7.1.1. What is Curricular Enrichment?
 - 7.1.2. The Proposal Should Be Made instead of the Regular Task, not in Addition to It
 - 7.1.3. Benefits
 - 7.1.4. Theoretical Basis for Curriculum Enrichment
 - 7.1.5. Educational Measures for Students with High Capacity
 - 7.1.6. Special Measures
- 7.2. Enrichment Models
 - 7.2.1. Enrichment Models
- 7.3. Enriching the Curriculum for all Students
 - 7.3.1. SEM Model
 - 7.3.2. Portfolio
 - 7.3.3. Triarchic Model
- 7.4. Extracurricular Enrichment
 - 7.4.1. Extracurricular Work Areas
 - 7.4.2. Extracurricular Enrichment Programs
- 7.5. Regarding Acceleration
 - 7.5.1. The Templeton Report
 - 7.5.2. Advantages and Disadvantages of Acceleration or Flexibilization

- 7.6. Classroom Pedagogic Design
 - 7.6.1. Classroom Organization
 - 7.6.2. Strategies for Each Stage
- 7.7. Models for Curricular and Methodological Accommodations
 - 7.7.1. What We Mean by Methodological Adaptation
 - 7.7.2. Examples of Specific Curricular Adaptations
- 7.8. Individual Curricular Accommodations
 - 7.8.1. Steps to Follow
 - 7.8.2. Accommodation Design
 - 7.8.3. Evaluation and Monitoring
- 7.9. Good Educational Practices
 - 7.9.1. General Considerations for a Good Education
 - 7.9.2. Aspects to Be Developed in Good Educational Practice

Module 8. Self-Regulated Learning

- 8.1. Metacognition and Learning
 - 8.1.1. Metacognitive Strategies and Learning Styles
 - 8.1.2. Learning Facilitators
 - 8.1.3. Conceptual Maps
- 8.2. Self-regulation and Thought
 - 8.2.1. What is Thought Self-Regulation?
 - 8.2.2. Steps in Thought Self-Regulation
- 8.3. Self-regulation and Emotion
 - 8.3.1. What is Emotion Self-Regulation?
 - 8.3.2. Steps in Emotion Self-Regulation
- 8.4. Self-regulation and Behavior
 - 8.4.1. What is Behaviour Self-Regulation?
 - 8.4.2. Steps in Behaviour Self-Regulation
- 8.5. Phases of the Self-Regulation Process
 - 8.5.1. Identification of Self-Regulation
 - 8.5.2. Supervision of Self-Regulation
 - 8.5.3. Evaluation of Self-Regulation

- 8.6. Self-Instructions
 - 8.6.1. What are Self-Instructions?
 - 8.6.2. Self-Instruction Training
- 8.7. Executive Functions
 - 8.7.1. Working Memory
 - 8.7.2. Planning
 - 8.7.3. Reasoning
 - 8.7.4. Flexibility
 - 8.7.5. Inhibition
 - 8.7.6. Decision Making
 - 8.7.7. Estimating Time
 - 8.7.8. Dual Execution
 - 8.7.9. Branching (Multitask)
- 8.8. Personal Learning Environments (PLE)
 - 8.8.1. What are the PLE?
 - 8.8.2. Implementation of the PLE in the Classroom
- 8.9. Self-regulated Learning Tools
 - 8.9.1. Internal and External Control Strategies
 - 8.9.2. New Technologies Applied to Self-Regulation

Module 9. Creativity and Emotional Education in the Classroom


- 9.1. Emotional Intelligence and the Education of Emotions according to the Mayer and Salovey Model
 - 9.1.1. Introduction: Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 9.2. Other Emotional Intelligence Models and Emotional Transformation
 - 9.2.1. Emotional Competence Models
 - 9.2.2. Social Competence Models
 - 9.2.3. Multiple Models
- 9.3. Social-Emotional Competencies and Creativity by Level of Intelligence
 - 9.3.1. Social-Emotional Competencies and Creativity by Level of Intelligence

- 9.4. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
 - 9.4.1. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
- 9.5. Concept of Hyperemotivity
- 9.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
 - 9.6.1. Neuroscientific Studies
 - 9.6.2. Applied Studies
- 9.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
 - 9.7.1. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
 - 9.7.2. Factors Leading to Demotivation in the Classroom
 - 9.7.3. Motivational Resources
 - 9.7.4. Technique for Operational Learning
 - 9.7.5. Resources for Emotional Regulation
- 9.8. Standardized Tests to Assess Emotions and Creativity Creativity Tests and Quizzes
 - 9.8.1. Standardized Tests to Assess Emotions and Creativity
 - 9.8.2. Emotional Tests and Quizzes
 - 9.8.3. Creativity Tests and Assessments
 - 9.8.4. Emotional Assessment
 - 9.8.5. Creativity Assessment
 - 9.8.6. Laboratories and Assessment Experiences
- 9.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation
 - 9.9.1. Inclusive Schools: Humanist Model and Emotional Education Interrelation

Module 10. Neurolinguistic Programming (NLP) Applied to High-Capacity Individuals

- 10.1. Basics of NLP
 - 10.1.1. Foundations of NLP
 - 10.1.2. The Assumptions and Premises of NLP
- 10.2. Neurological Levels
 - 10.2.1. Foundations of NLP
 - 10.2.2. The Assumptions and Premises of NLP
 - 10.2.3. Neurological Levels



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- 10.3. Rules of the Mind Beliefs and Ways of Looking at Reality
 - 10.3.1. The Rules of the Mind, Beliefs and Ways of Looking at Reality
 - 10.3.2. The Rules of the NLP Mind
 - 10.3.3. Beliefs According to NLP
 - 10.3.4. Ways of Seeing Reality According to NLP
 - 10.4. States of Mind, Language and Unconscious Resources
 - 10.4.1. States of Mind, Language and Unconscious Resources
 - 10.4.2. NLP Hypnosis
 - 10.5. Dynamic Learning According to Robert Dilts
 - 10.5.1. Dynamic Learning According to Robert Dilts
 - 10.6. Activities According to the Different Learning Styles, Selection and Organization of Information
 - 10.6.1. Activities According to How Students Select Information
 - 10.6.2. Strategies to Develop the Visual System in the Classroom
 - 10.6.3. Strategies for Developing the Auditory System in the Classroom
 - 10.6.4. Strategies to Develop the Kinesthetic System in the Classroom
 - 10.6.5. Activities According to How Students Organize Information
 - 10.6.6. Left Hemisphere and Right Hemisphere Enhancing Activities
 - 10.6.7. Strategies for Working With the Whole Brain in the Classroom
 - 10.7. Techniques for Working on Beliefs
 - 10.7.1. Limiting Beliefs
 - 10.7.2. How to Dismantle and Change Beliefs
 - 10.8. Neuro-Linguistic Programming Techniques to Improve Students' Academic Performance
 - 10.8.1. Techniques for Reflecting on Our Perception of Reality
 - 10.8.2. Techniques to Develop Flexible Thinking
 - 10.8.3. Techniques to Eliminate Blockages or Limitations
 - 10.8.4. Techniques to Clarify Objectives
 - 10.9. Annexes With Tests, Records, Techniques, Situation Analysis, Assessments and Follow-Ups
 - 10.9.1. Applied Records
 - 10.9.2. Follow-Up in NLP

Module 11. New Technologies and Cooperative Learning

- 11.1. The Transformation of Education with New Teaching Methods
 - 11.1.1. Approaches and Perspectives
 - 11.1.2. Information Communication Technologies (ICTs)
 - 11.1.3. Technology for Learning and Knowledge
 - 11.1.4. Empowerment and Participation Technologies
- 11.2. Impact of New Technologies in Education
 - 11.2.1. Digital Skills in Students
 - 11.2.2. Digital Skills in Teachers
 - 11.2.3. The Role of Families and the Regulation of Use
- 11.3. Educating With the Use of New Technologies
 - 11.3.1. Advantages and Disadvantages of the Use of ICTs
 - 11.3.2. ICT and its possibilities for students with High-Capacity Individuals
- 11.4. Structure and Abilities in Cooperative Learning
 - 11.4.1. Implementation of Collaborationism
 - 11.4.2. Cooperative Learning and Use of New Technologies
- 11.5. Purposes of Cooperative Learning From a Multicultural Approach
 - 11.5.1. Cooperative learning and Social Context
 - 11.5.2. Interculturality and The Benefits of Educational Partnership
- 11.6. Application in Each of the Educational Stages
 - 11.6.1. Teamwork and Group Cohesion in Early Childhood Education
 - 11.6.2. Cooperative Techniques in Early Childhood Education
 - 11.6.3. Didactics and Experiences in Primary Education Simple Structures
 - 11.6.4. Primary Research and Projects
 - 11.6.5. Importance of Roles in Secondary Education
 - 11.6.6. Evaluation of Cooperative Experiences in High School
- 11.7. Design of Activities and Group Dynamics
 - 11.7.1. Group Cohesion Activities
 - 11.7.2. Group Dynamics

- 11.8. The Role of the Teacher as Facilitator and Guide
 - 11.8.1. The Teacher's Guide in The Digital Age
 - 11.8.2. The Classroom as a Scenario of Learning
- 11.9. Assessment of Cooperative Learning
 - 11.9.1. Peer Assessment
 - 11.9.2. Self-Observation
 - 11.9.3. Teacher Assessment

Module 12. Successful Educational Experiences

- 12.1. Centers of Interest and Project Work in Pre-School
 - 12.1.1. Development of Project Work
 - 12.1.2. Role of the Participants
 - 12.1.3. Assessment of Project Work
- 12.2. Cognitive and Language Stimulation Projects Applied to Pre-School Education
 - 12.2.1. Areas of Cognitive Stimulation
 - 12.2.2. Cognitive Stimulation Programs
 - 12.2.3. Language Prerequisites
 - 12.2.4. Language Stimulation Programs
- 12.3. Virtual Learning Environments in Pre-School and Primary Education
 - 12.3.1. Virtual Environments as a Diagnostic and Adaptive Tool
 - 12.3.2. Language Workshops
 - 12.3.3. Mathematics Workshops
- 12.4. Art Education in Pre-School and Primary School
 - 12.4.1. Visual Arts in the Pre-School Stage
 - 12.4.2. Visual Arts in the Primary-School Stage
 - 12.4.3. Resources and Activities in Art Education
- 12.5. Project Based Learning in Primary and in High School Education
 - 12.5.1. Steps to Implement Project-Based Learning
 - 12.5.2. Tools Used
 - 12.5.3. Description of Experiences

- 12.6. Cognitive Strategies and Planning in High School Education
 - 12.6.1. Metacognitive Strategies in High School
 - 12.6.2. Strategies for Learning Assessment in High School
- 12.7. *Flipped Classroom*
 - 12.7.1. Origins of the Flipped Classroom
 - 12.7.2. Development of the Methodology
 - 12.7.3. Experiences and Applications
- 12.8. Gamification
 - 12.8.1. Origins of Gamification
 - 12.8.2. Development of the Methodology
 - 12.8.3. Experiences and Applications
- 12.9. Resource Bank at Different Stages for High-Capacity Individuals
 - 12.9.1. Resources in Pre-School and Primary School Education
 - 12.9.2. Resources in High School Education

Module 13. High-Capacity Individuals and Health

- 13.1. Preliminary Considerations and Basic Ideas
 - 13.1.1. Peculiarities in the Management of High-Capacity Individuals
 - 13.1.2. Primary Care Requirements
 - 13.1.3. Objectives of a Practical Guide for Pediatrics
- 13.2. Detection of High-Capacity Individuals in the Health Field
 - 13.2.1. Indicators for Detection
 - 13.2.2. Questionnaires and Tools for Medical Use
- 13.3. Epidemiology of High-Capacity Individuals
 - 13.3.1. Statistical Population Distribution of Intelligence
 - 13.3.2. Clinical Variety and Geographical Location
 - 13.3.3. Culture and Intelligence
- 13.4. Scientific Criteria and Standards for Valuation
 - 13.4.1. Psychometric Criteria
 - 13.4.2. Genetics and Endophenotypes
 - 13.4.3. Evolutionary Criteria

- 13.5. Referral to Integrated Clinical Diagnostic Centers (ICD)
 - 13.5.1. Who Should Intervene
 - 13.5.2. Referral Criteria
 - 13.5.3. Integrated Clinical Diagnosis
- 13.6. Decision-Making Algorithms and Indicators
 - 13.6.1. Collection of Relevant Data
 - 13.6.2. Screening and Correlations
 - 13.6.3. Indicators and Signs for Diagnosis
- 13.7. Differential Diagnosis of High-Capacity Individuals
 - 13.7.1. Proactive Diagnosis
 - 13.7.2. Comorbidities
- 13.8. Comprehensive Treatment: Guidelines from the Health Care Setting
 - 13.8.1. Health Guidelines
 - 13.8.2. Family Guidelines
 - 13.8.3. School Guidelines
- 13.9. Monitoring and Control
 - 13.9.1. Supervision of Compliance with Objectives
 - 13.9.2. Revisions and Guarantees



You will gain a deep understanding of the educational paradigm of High-Capacity Individuals and its impact on contemporary school systems"

04

Teaching Objectives

The main goal of this university program is to equip education professionals with the ability to identify, understand, and support the development of talent through an inclusive, ethical, and up-to-date approach. Graduates will master tools for early detection, psycho-educational intervention, and the design of strategies that promote self-regulation, creativity, and emotional well-being. Additionally, they will acquire competencies to integrate new technologies, cooperative methodologies, and neuro-educational approaches into their teaching practices, taking an active role in transforming education towards more equitable, participatory environments that are adapted to neurodiversity.





“

You will address educational intervention from an academic-emotional approach, focused on the full development of the student”



General Objectives

- ♦ Train the participant to recognize and initiate the detection of students who present characteristics compatible with the High Abilities spectrum
- ♦ Make known the main characteristics of High Abilities, as well as the pedagogical, scientific, and legal framework in which this reality is framed
- ♦ Present the main assessment tools and criteria to complete the process of identifying the specific educational needs arising from High-Capacity Individuals
- ♦ Train students in the use of techniques and strategies for educational intervention, as well as for guiding responses in various extracurricular contexts
- ♦ Develop in students the capacity to elaborate specific adaptations, as well as to collaborate or to promote integral programs within the educational project and the attention plan for diversity at a center
- ♦ Value the multidimensionality of High-Capacity Individuals and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive vision
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in the student the necessary sensitivity and initiative to become a catalyst for the paradigmatic change that will make an inclusive educational system possible





Specific Objectives

Module 1. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

- ♦ Know the characteristics of the current emerging educational paradigm within the pedagogical and scientific framework
- ♦ Differentiate the roles played by the different educational agents in the new paradigm
- ♦ Refresh the theoretical bases of the learning process in individuals
- ♦ Value the advantages of attention to diversity versus obsolete educational models
- ♦ Explore the possible routes to achieving quality education
- ♦ Know the place of high-capacity individuals in this new scenario of change

Module 2. Definition and Classification of High-Capacity Individuals

- ♦ Differentiate between special and specific educational needs
- ♦ Understand the criteria of maximum normality behind inclusive education
- ♦ Know how attention to diversity is vertically structured throughout the educational stages
- ♦ Understand the structure of the educational system and how educational projects and plans are developed
- ♦ Understand the bases of the organization of the curriculum at the center and classroom level
- ♦ Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention

Module 3. Identification of High-Capacity Individuals

- ♦ Describe the evolution of the concept of intelligence through different models and theories
- ♦ Critically analyze the definitions of intelligence that have emerged throughout history
- ♦ Justify the current definitions of human intelligence
- ♦ Know the current definitions of high-capacity individuals
- ♦ Critically analyze the actions of the different educational administrations regarding High Abilities

Module 4. Neuropsychology of High-Capacity Individuals

- ♦ Demonstrate the importance of emotions in the learning process
- ♦ Describe the advantages of play and motor activity in the learning process
- ♦ Organize small educational practices based on neuropsychological evidence in order to determine their incidence
- ♦ Apply cognitive strategies to one's own learning process, as well as in teaching
- ♦ Understand the peculiarities of the adolescent brain and the mechanisms of reward, self-control and motivation
- ♦ Differentiate neuromyths applied in education from educational practices based on neuroeducational postulates

Module 5. Clinical Aspects and Educational Needs of High-Capacity Individuals

- ♦ Describe the non-pathological clinical aspects of high-capacity individuals
- ♦ Critique reference manuals and their applicability to in the area of high-capacity individuals
- ♦ Know the biological, psychological and social foundations of clinical models
- ♦ Analyze the different types of dyssynchrony that accompany high-capacity individuals
- ♦ Compare from a clinical-educational point of view internal dyssynchrony with external dyssynchrony
- ♦ Interpret the presence of the Pygmalion effect in the classroom both positive and negative

Module 6. Intervention in High-Capacity Individuals

- ♦ Know the integrated diagnostic model and its phases
- ♦ Know the comorbidities that usually accompany the spectrum of High Capacity individuals
- ♦ Differentiate between manifestations or symptoms that could be related to high capacity and symptoms that could be related to the presence of disorders
- ♦ Organize the decision-making process based on initial diagnoses
- ♦ Propose specific lines of action for educational intervention
- ♦ Analyze the lines of intervention proposed at family and personal levels based on case studies assessing their impact

Module 7. Educational Strategies and Methodologies

- ♦ Identify the educational needs of students with High Abilities
- ♦ Understand the importance of implementing precise curricular adaptations
- ♦ Critique the different educational measures proposed by educational administrations by analyzing the advantages and disadvantages
- ♦ Demonstrate the need for early intervention and an integrated and proactive diagnosis
- ♦ Understand the different rhythms of cognitive, physical and emotional development, as well as the incidence of dyssynchronies during development
- ♦ Know the classification of high-capacity individuals in the broad spectrum that represents this multidimensional reality

Module 8. Self-Regulated Learning

- ♦ Analyze the differential characteristics and complexity of giftedness, as well as the underlying clinical variables
- ♦ Become familiar with practical cases of giftedness in secondary education
- ♦ Interpret gender and developmental differential variables that accompany giftedness
- ♦ Discuss the importance of assessing and considering the cognitive learning styles of students in the design of educational programs
- ♦ Analyze the different models that explain learning styles
- ♦ Compare learning styles with cognitive styles

Module 9. Creativity and Emotional Education in the Classroom

- ♦ Plan actions and precise guidance to favor the development of each learning style
- ♦ Know the main obstacles and aspects to avoid in order not to compromise student normal development while , respecting their learning styles
- ♦ Discuss the consideration of learning styles and their repercussion on the different educational stages
- ♦ Understand the process of identifying specific educational needs regarding high-capacity individuals
- ♦ Plan the most frequent questions and answers regarding the detection of student potential
- ♦ Propose strategies and projects for initial screening in schools

Module 10. Neurolinguistic Programming (NLP) Applied to High-Capacity Individuals

- ♦ Justify the importance of language and neurolinguistic programming as a support to the educational process
- ♦ Review the importance of executive functions in the learning process
- ♦ Apply emotional management and social skills techniques oriented to educational practice
- ♦ Propose strategies of accompaniment and intervention focused on families
- ♦ Review strategies of emotional intelligence applied to family intervention in cases of high-capacity individuals
- ♦ Review educational intervention based on educational projects and diversity plans

Module 11. New Technologies and Cooperative Learning

- ♦ Understand the urgent need for specific teacher training in the field of high-capacity individuals
- ♦ Discuss the advantages and disadvantages of the transformation of education with new methods and technological tools
- ♦ Know digital educational content, digital tools and educational platforms
- ♦ Develop a technological resource base for educational practice
- ♦ Compare digital resources and share experiences to compile a resource bank
- ♦ Know the institutions that bet on and work for Inclusive education, research and for the defense of the rights of students with high capacities

Module 12. Successful Educational Experiences

- ♦ Review the curricular organization in different educational stages
- ♦ Compare screening results carried out by different educational agents
- ♦ Know the process of psycho-pedagogical evaluation as part of the identification process
- ♦ Analyze the most frequent psycho-pedagogical evaluation tools

Module 13. High-Capacity Individuals and Health

- ♦ Know the legal-health framework regarding High Abilities
- ♦ Understand the new technologies that help to interpret the most specific diagnoses according to the different clinical features presented
- ♦ Define the action plan for primary care in clinical complications
- ♦ Identify the best clinical tools for primary care

05

Career Opportunities

The Master's Degree in High-Capacity Individuals and Inclusive Education provides experts with the most innovative tools to identify talent in diverse academic contexts. In this regard, professionals will stand out for staying at the forefront of the latest evidence on neuro-education and psycho-educational assessment. Thanks to this, experts will design individualized proposals based on the characteristics of students with superior cognitive abilities. Furthermore, teachers will apply cutting-edge inclusive methodologies to promote emotional development and foster highly equitable educational environments.



“

*Thanks to this Master's Degree from
TECH, you will gain access to strategic
roles in the design and implementation
of diversity support programs in
academic environments”*

Graduate Profile

Upon completing this program, graduates will be able to lead educational processes focused on the detection and support of students with High-Capacity Individuals. To achieve this, they will master the use of active methodologies, differentiated intervention strategies, and advanced assessment techniques to foster equity. Additionally, their profile will include skills in personalized teaching programming, implementation of inclusive learning environments, and promotion of socio-emotional well-being. They will also be able to advise educational institutions and collaborate in professional networks that promote a more personalized and sustainable education.

You will early identify students with High-Capacity Individuals using modern psycho-educational assessment tools.

- ♦ **Early Detection of Talent:** Mastery of tools to identify High-Capacity Individuals from a psycho-educational and neuro-educational perspective
- ♦ **Design of Inclusive Interventions:** Ability to create differentiated educational plans that promote equity and the comprehensive development of students
- ♦ **Emotional Management in the Classroom:** Ability to foster emotional intelligence and the socio-affective well-being of students with High-Capacity Individuals
- ♦ **Design of Creative Learning Experiences:** Ability to drive creativity as a fundamental axis of the educational process





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

- 1. Coordinator of Programs for High-Capacity Individuals:** Responsible for the design and implementation of educational plans adapted to talent development in schools.
- 2. Pedagogical Advisor in Diversity and Inclusion:** Specialist in the development of institutional policies to ensure equity and address neurodiversity.
- 3. Inclusive Methodologies Technician:** Educator with the skills to apply differentiated teaching strategies and foster enriched learning environments.
- 4. Psycho-educational Assessor in Diagnostic Centers:** Professional trained in identifying and analyzing cognitive profiles of students with exceptional talents.
- 5. Consultant in Educational Innovation:** Expert who collaborates with institutions in curricular redesign and the implementation of best practices for talent development.

“

Are you looking to advance your career and become the specialist who transforms the traditional classroom approach? Don't hesitate any longer—enroll now!”

06

Study Methodology

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

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



“

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

The student: the priority of all TECH programs

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

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

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

“

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



The most comprehensive study plans at the international level

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

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

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

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

Case Studies and Case Method

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

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

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



Relearning Methodology

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

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

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

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



A 100% online Virtual Campus with the best teaching resources

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

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

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

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



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

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

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

The university methodology top-rated by its students

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

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

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

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



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



Study Material

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

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



Practicing Skills and Abilities

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



Interactive Summaries

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

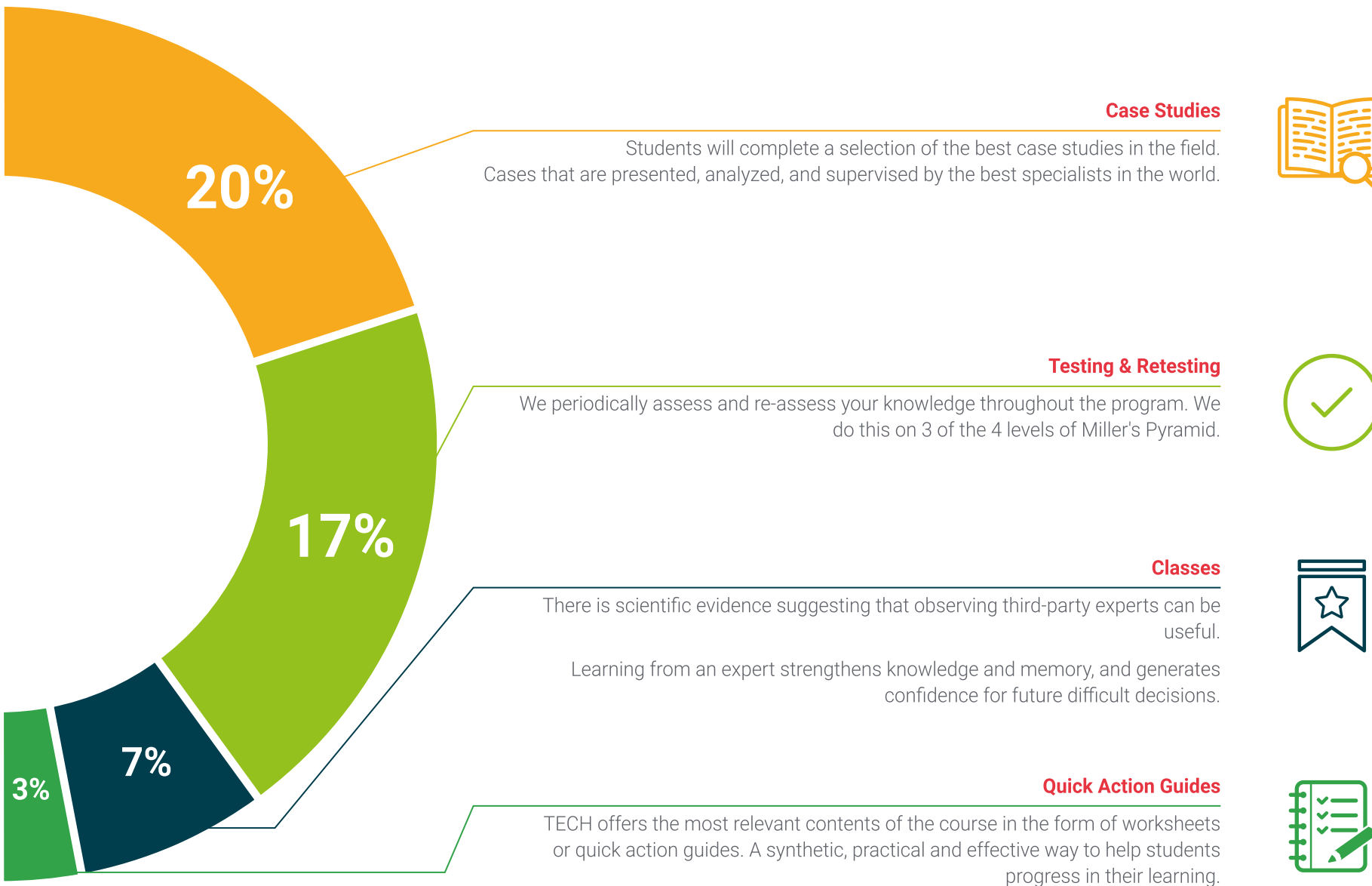
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Teaching Staff

This university degree features a faculty of international reference, composed of specialists in neuro-education, inclusive pedagogy, child psychology, and advanced didactics. All of them combine a strong academic background with extensive experience in intervention with High-Capacity Individuals and Inclusive Education students in real contexts. Their active participation in educational innovation projects and public policy design ensures an updated, critical, and applied perspective. Throughout the program, graduates will receive expert guidance and access to cutting-edge pedagogical approaches, enriching their professional development in a collaborative and highly specialized environment.

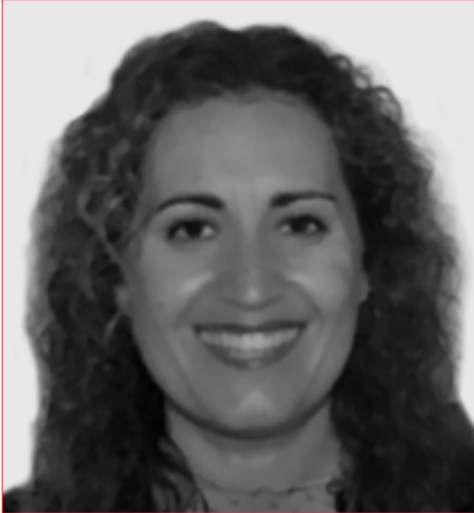




“

You will be guided by a faculty with solid experience in addressing High-Capacity Individuals and will learn current pedagogical methodologies applicable to diverse contexts”

Management



Dr. Medina Cañada, Carmen Gloria

- ♦ Director of the Canary Islands Institute of High Capacities
- ♦ Psychologist and Speech therapist at the Asperger Association of the Canary Islands (ASPERCAN)
- ♦ Psychologist and Speech Therapist in Yoyi
- ♦ Psychologist and Speech Therapist at the Center for Audiology and Speech Therapy Studies
- ♦ Psychologist of minors in the Psychological Guidance Area at ANSITE
- ♦ Bachelor's PhD in Pedagogy, University of La Laguna
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Degree in Primary Education by University of La Laguna

Teachers

Mr. Hernández Calvín, Francisco Javier

- ♦ Specialist in Psychopedagogy and High Capacities
- ♦ Neurosynchrony Manager (Alicante)
- ♦ Judicial Expert at the International Institute of High Capacities of the Community of Valencia
- ♦ Degree in Psychopedagogy from ULPGC
- ♦ Diploma in Primary Education from the University of Las Palmas de Gran Canaria (ULPGC)
- ♦ Master's Degree in High Capacities from the CEU Cardenal Herrera University

Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of Web Application Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning, TECH University
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master's Degree in E-Commerce
- ♦ Specialist in Latest Technologies Applied to Teaching, Digital Marketing, Web Applications and Internet Business Development

Ms. Herrera Franquis, María del Carmen

- ♦ Director of the Canary Islands Psychological Center
- ♦ Director of the Canary Islands Institute of High-Capacity Individuals in Tenerife
- ♦ Teacher in university and postgraduate studies in Psychology
- ♦ Degree in Psychology
- ♦ Expert in the Psychological Approach to Personality Disorders in Childhood and Adolescence
- ♦ Member of: National Network of Psychologists for the Psychological Attention to Victims of Terrorism of the Ministry of the Interior

Mr. Hernández Felipe, Eduardo

- ♦ Psychologist Expert in High Capacities and Social Intervention
- ♦ Psychologist Responsible for an Immediate Care Center
- ♦ Child and Adolescent Psychologist at the DUO Center
- ♦ Psychologist at The Catholic Worker Farm
- ♦ Collaborator in the Canary Islands Institute of High Capacities
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in Family Intervention from the University of Gran Canaria
- ♦ Master's Degree in General Health Psychology from the University of Valencia
- ♦ Master's Degree in High Abilities and Inclusive Education

Ms. Jiménez Romero, Yolanda

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

Dr. Peguero Álvarez, María Isabel

- ♦ Specialist in Family and Community Medicine in the Extremadura Health Service
- ♦ Family Physician with Pediatric duties in Primary School Care
- ♦ Coordinator of the Primary School team in the Extremadura Health Service
- ♦ Author of several publications related to high capacities and of the *Clinical Practice Guide in Primary Care*
- ♦ Participation in various forums, congresses, and conferences related to high capacities





Ms. Pérez Santana, Lirian Ivana

- ♦ Psychologist Specialized in High Capacities
- ♦ Director of the Gran Canaria Delegation of the Canarian Institute of High Intellectual Abilities
- ♦ Guidance Counselor at IES Vega de San Mateo
- ♦ Guidance counselor at CPEIPS Nuestra Señora de las Nieves
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology

Ms. Rodríguez Ventura, María Isabel

- ♦ Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote SL
- ♦ Coordinator, Therapist and Head Pedagogue at Creciendo Yaiza Association
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Intervention in Learning Difficulties from ISEP University
- ♦ Member of : the Canary Institute of High-Capacity Individuals Lanzarote delegation



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

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Certificate

This Master's Degree in High-Capacity Individuals and Inclusive 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.



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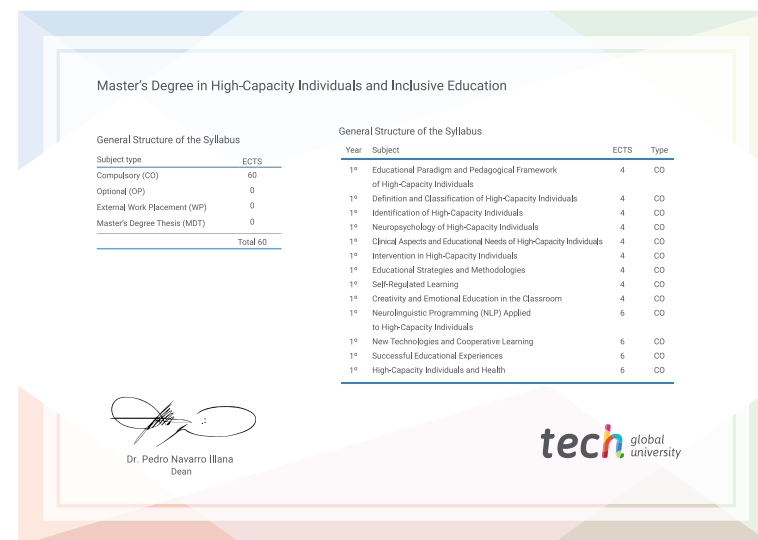


Title: **Master's Degree in High-Capacity Individuals and Inclusive Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree

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- » Modality: online
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Master's Degree

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