Postgraduate Diploma

Difficulties in the Academic Field

tech technological university

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Postgraduate Diploma
Difficulties in the Academic Field

Course Modality: **Online**
Duration: **6 months.**
Certificate: **TECH Technological University**
24 ECTS Credits
Teaching Hours: **600 hours**
Website: **www.techtitute.com/us/education/postgraduate-certificate/difficulties-academic-field**

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01

Introduction

Difficulties in the academic environment is one of the fields in which the work of teachers specialized in neuropsychology and education, one of the emerging sciences that is currently gaining more weight, is focused. This postgraduate diploma is designed to give you access to the specific knowledge of this discipline in an intensive and practical way. A great value for any professional.

If you want to improve the academic development of children with difficulties, do not hesitate to specialize with us"

Education is one of the fields in which teachers are active. With their work they can help their patients' academic performance, especially with aspects related to neuropsychology.

The work of neuropsychology in education is complex. It covers a broad spectrum of intervention that requires the professional to have very specific training in the various branches of brain development. This discipline, deeply linked to neurology and the physiological study of the brain, is affected by the changes that the evolution of knowledge in this scientific branch achieves. This means for the professional, an intense challenge of permanent updating that allows them to be at the forefront in terms of approach, intervention and follow-up of the cases that may arise in their consultation.

Throughout this training, the student will go through the aspects related to difficulties in the academic field, such as: visual and auditory functionality for reading, language, languages and learning; motor skills and writing; dyslexia, dyscalculia and hyperactivity problems; or difficulties in neurolinguistic processes, among other aspects. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to create in you a passion for learning. And we will push you to think and develop critical thinking.

This **Postgraduate Diploma in Difficulties in the Academic Field** contains the most complete and updated program on the market. The most important features of the program include:

- The latest technology in e-learning software
- Intensely visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand.
- The development of practical case studies presented by practising experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Self-regulated learning: full compatibility with other occupations
- Practical exercises for self-assessment and learning verification.
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection work.
- Content that is accessible from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the training

In-depth knowledge of neurodevelopment and its multiple implications, in a complete Postgraduate Diploma created to propel you to another professional level"

A training created for professionals who aspire to excellence and that will allow you to acquire new skills and strategies in a smooth and effective way"

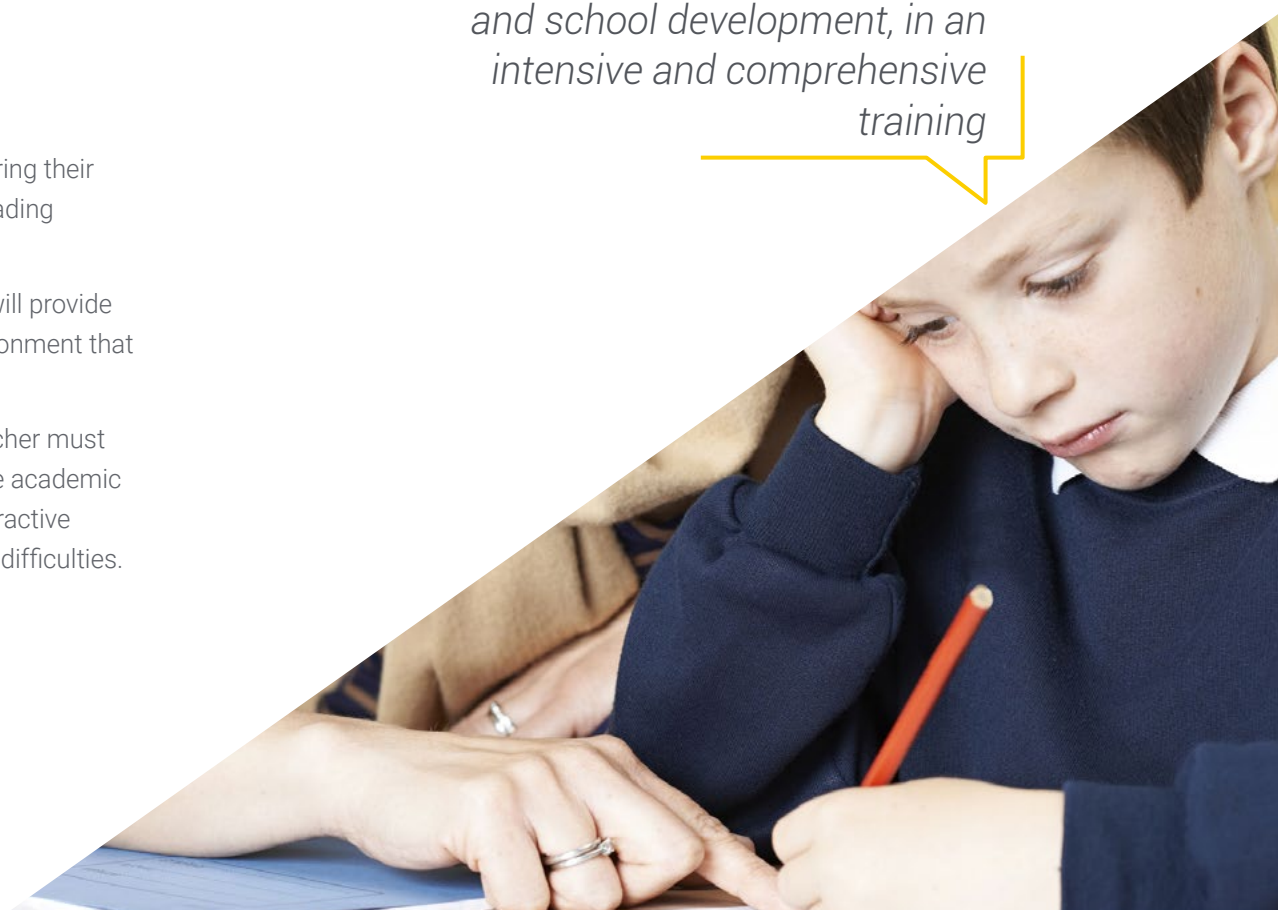
A deep and comprehensive dive into strategies and approaches in Neuropsychology and Education.

The basic processes of cognitive development in relation to learning and school development, in an intensive and comprehensive training

The teaching staff includes professionals from the field of education, who bring their experience to this training program, as well as renowned 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 immersive training programmed to train in real situations.

This program is designed around Problem Based Learning, whereby the teacher must try to solve the different professional practice situations that arise during the academic year. For this purpose, the professional will be assisted by an innovative interactive video system developed by renowned and experienced experts in academic difficulties.



02

Objectives

Our objective is to train highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that, in just a few months, you will be able to achieve with a postgraduate diploma of high intensity and precision.

If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further, this is your best opportunity"

General Objectives

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

Our objective is very simple: to offer you quality training, with the best teaching methods currently, so that you can reach new heights of excellence in your profession"

Specific Objectives

- Learn about the characteristics and development of the organs of sight
- Learn about the risk factors
- Learn ways to detect, evaluate and intervene in the classroom with students with vision problems.
- Acquire the ability to work for the improvement of visual perception
- Become familiar with vision and reading skill training programs
- Study the saccadic models
- Learn about the characteristics and development of the organs of the ear
- Learn about the risk factors
- Learn ways to detect, evaluate and intervene in the classroom with students with hearing problems
- Acquire the ability to work for the improvement of hearing
- Know the psychobiological aspects of hearing loss
- Develop the necessary skills to make curricular adaptations in this area
- Study all the implications of visual and auditory problems in the learning of reading and writing.
- Delve into the relationship between learning and neurodevelopment in the educational field
- Study aspects related to gross and fine psychomotor skills
- Know the relationship between motor skills and the psyche and its developmental implications
- Study laterality in relation to the development of cognitive abilities
- Develop the different degrees of evolution in the evolutionary lateral stages
- Learning the different motor disorders from their impact on learning
- Unravel all aspects of the reading acquisition process
- Learn to intervene in possible difficulties related to learning in the classroom: dysgraphia, dyscalculia, dyslexia
- Develop intervention models for prevention, development and learning difficulties in the school environment
- Develop communication and relationship skills with fathers, mothers and families
- Incorporate the necessary knowledge to detect and intervene in the classroom in cases of dyscalculia, dyslexia and TDH.
- Understand the incidence of comorbidity in this context.
- Know the possibilities of neurotechnology applied to dyslexia, ADHD and dyscalculia.
- Develop the neurobiological aspects involved in language development.
- Study of the neuropsychological bases of language and the possibilities of language work and development.
- Analysis and knowledge of the processes of language comprehension, sounds and reading comprehension
- Analysis of language and literacy disorders.
- Learn how to assess, diagnose and intervene in language difficulties.

03

Course Management

For our postgraduate diploma to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

Our professors bring their vast experience and their teaching skills to offer you a stimulating and creative training program"

Management

Sánchez Padrón, Nuria Ester

- Degree in Psychology from the University of La Laguna
- Master's Degree in General Health Psychology from the University of La Rioja
- Training in Emergency Psychological Care
- Training in Psychological Care in Penitentiary Institutions
- Teaching and training experience
- Experience in educational attention to children at risk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04

Structure and Content

The contents of this training have been developed by the qualified teachers a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

The content of this training enables you to learn all aspects of the different disciplines involved in this field: A complete and well-structured program that will take you to the highest standards of quality and success.

Through a complete and very well-organized program, you will be able to access the most advanced knowledge in Difficulties in the Academic Field"

Module 1. Visual and Auditory Functionality for Reading, Language, Languages and Learning

1.1. Vision: Functioning and Neuropsychological Bases
- 1.1.1. Introduction
- 1.1.2. Development of the Visual System at Birth
- 1.1.3. Risk factors
- 1.1.4. Development of other Sensory Systems during Infancy
- 1.1.5. Influence of Vision on the Visuomotor System and its Development
- 1.1.6. Normal and Binocular Vision
- 1.1.7. Anatomy of Human Eyes
- 1.1.8. Eye Functions
- 1.1.9. Other Functions
- 1.1.10. Visual Pathways to the Cerebral Cortex
- 1.1.11. Elements that Favor Visual Perception
- 1.1.12. Vision Diseases and Alterations
- 1.1.13. Most Common Eye Disorders or Diseases: Classroom Interventions
- 1.1.14. Computer Vision Syndrome (CVS)
- 1.1.15. Attitudinal Observation of the Student
- 1.1.16. Summary
- 1.1.17. Bibliographical References

1.2. Visual Perception, Assessment and Intervention Programs
- 1.2.1. Introduction
- 1.2.2. Human Development: Development of the Sensory Systems
- 1.2.3. Sensory Perception
- 1.2.4. Neurodevelopment
- 1.2.5. Description of the Perceptual Process
- 1.2.6. Color Perception
- 1.2.7. Perception and Visual Skills
- 1.2.8. Evaluation of Visual Perception
- 1.2.9. Intervention for the Improvement of Visual Perception
- 1.2.10. Summary
- 1.2.11. Bibliographical References

1.3. Tracking Eye Movements

1.3.1. Introduction
1.3.2. Eye Movements
1.3.3. Tracking Eye Movements
1.3.4. Ocular Motility Recording and Assessment
1.3.5. Ocular Motility-Related Disorders
1.3.6. The Visual System and Reading
1.3.7. Development of Skills in Learning to Read
1.3.8. Improvement and Training Programs and Activities
1.3.9. Summary
1.3.10. Bibliographical References

1.4. Saccadic Movements and Their Implication in Reading
1.4.1. Introduction
1.4.2. Models of the Reading Process
1.4.3. Saccadic Movements and Their Relation to Reading
1.4.4. How Saccadic Movements are Assessed
1.4.5. The Reading Process at the Visual Level
1.4.6. Visual Memory in the Reading Process
1.4.7. Investigations to Study the Relationship Between Visual Memory and Reading
1.4.8. Reading Difficulties
1.4.9. Specialized Teachers
1.4.10. Social Educators
1.4.11. Summary
1.4.12. Bibliographical References

1.5. Visual Accommodation and its Relation to Posture in the Classroom
1.5.1. Introduction
1.5.2. Mechanisms that Allow for Accommodation or Focus
1.5.3. How is Visual Accommodation Assessed?
1.5.4. Body Posture in the Classroom
1.5.5. Visual Accommodation Training Programs
1.5.6. Aids for Visually Impaired Students
1.5.7. Summary
1.5.8. Bibliographical References

1.6. Structure and Function of the Ear
1.6.1. Introduction
1.6.2. The World of Sound
1.6.3. Sound and its Propagation
1.6.4. The Auditory Receptors
1.6.5. Ear Structure
1.6.6. Development of the Hearing System at Birth
1.6.7. Development of Sensory Systems during Infancy
1.6.8. Influence of the Ear on Balance Development
1.6.9. Ear Diseases
1.6.10. Summary
1.6.11. Bibliographical References

1.7. Auditory Perception
1.7.1. Introduction
1.7.2. Guidelines for Detecting Auditory Perception Problems
1.7.3. The Perceptive Process
1.7.4. Role of the Auditory Pathways in Perceptual Processes
1.7.5. Children with Impaired Auditory Perception
1.7.6. Evaluation Tests
1.7.7. Summary
1.7.8. Bibliographical References

1.8. Evaluation of Hearing and its Alterations
1.8.1. Introduction
1.8.2. Evaluation of the External Auditory Canal
1.8.3. Otoscopy
1.8.4. Air Audiometry
1.8.5. Bone Conduction Hearing
1.8.6. Curve of the Threshold of Molestia
1.8.7. Tone Audiometry, Vocal Audiometry and Acoustic Audiometry
1.8.8. Hearing Impairment: Degrees and Types of Hearing Loss
1.8.9. Causes of Hearing Loss
1.8.10. Psychobiological Aspects of Hearing Impairment
1.8.11. Summary
1.8.12. Bibliographical References

1.9. Hearing and Learning Development
- 1.9.1. Introduction
- 1.9.2. Development of the Human Ear
- 1.9.3. Programs, Activities and Games for Auditory Development in Children
- 1.9.4. Berard Method
- 1.9.5. Tomatis Method
- 1.9.6. Visual and Hearing Health
- 1.9.7. Adaptations of Curricular Elements
- 1.9.8. Summary
- 1.9.10. Bibliographical References

1.10. Vision and Hearing Processes Involved in Reading
- 1.10.1. Introduction
- 1.10.2. Tracking Eye Movements
- 1.10.3. The Visual System and Reading
- 1.10.4. Dyslexia
- 1.10.5. Color-Based Therapies for Dyslexia
- 1.10.6. Visual Impairment Aids
- 1.10.7. Summary
- 1.10.8. Bibliographical References

1.11. Relationship Between Vision and Hearing in Language
- 1.11.1. Introduction
- 1.11.2. Relationship Between Vision and Hearing
- 1.11.3. Verbal-Auditory and Visual Information Processing
- 1.11.4. Intervention Programs for Hearing Disorders
- 1.11.5. Guidelines for Teachers
- 1.11.6. Summary
- 1.11.7. Bibliographical References

Module 2. Motor Skills, Laterality and Writing

2.1. Neurodevelopment and Learning
- 2.1.1. Introduction
- 2.1.2. Perceptual Development
- 2.1.3. Neuropsychological Basis of Motor Development
- 2.1.4. Laterality Development
- 2.1.5. Interhemispheric Communication through the Corpus Callosum
- 2.1.6. Ambidextrousness
- 2.1.7. Summary
- 2.1.8. Bibliographical References

2.2. Psychomotor Development
- 2.2.1. Introduction
- 2.2.2. Gross Psychomotricity
- 2.2.3. General Dynamic Coordination: Basic Skills
- 2.2.4. Fine Motor Skills and their Relationship with Writing
- 2.2.5. Psychomotor Development Evaluation
- 2.2.6. Summary
- 2.2.7. Bibliographical References

2.3. Neuropsychology of Motor Development
- 2.3.1. Introduction
- 2.3.2. Relationship between Motor and Psychism
- 2.3.3. Disorders of Motor Development
- 2.3.4. Coordination Acquisition Disorders
- 2.3.5. Vestibular System Disorders
- 2.3.6. Writing
- 2.3.7. Summary
- 2.3.8. Bibliographical References

2.4. Introduction to Laterality Development
- 2.4.1. Introduction
- 2.4.2. Laterality Tests
- 2.4.3. Observation Guidelines for Teachers
- 2.4.4. Crossed Laterality
- 2.4.5. Types of Cross Laterality
- 2.4.6. Relationship between Dyslexia and Laterality
- 2.4.7. Relationship between Laterality and Attention, Memory and Hyperactivity Problems
- 2.4.8. Summary

2.4.9. Bibliographical References
2.5. Development of Laterality at Different Ages
2.5.1. Introduction
2.5.2. Laterality Definition
2.5.3. Types of Laterality
2.5.4. Corpus Callosum
2.5.5. Cerebral Hemispheres
2.5.6. Development of the Prelateral, Contralateral and Lateral Stages
2.5.7. Summary
2.5.8. Bibliographical References
2.6. Motor Disorders and Related Learning Difficulties
2.6.1. Introduction
2.6.2. Motor Disorders
2.6.3. Learning Difficulties
2.6.4. Summary
2.6.5. Bibliographical References
2.7. Writing Process and Acquisition
2.7.1. Introduction
2.7.2. Reading Difficulties
2.7.3. Comprehension Problems that Students May Develop
2.7.4. Evolutionary Development of Writing
2.7.5. History of Writing
2.7.6. Neuropsychological Basis of Writing
2.7.7. Teaching Written Expression
2.7.8. Methods of Teaching Writing
2.7.9. Writing Workshops
2.7.10. Summary
2.7.11. Bibliographical References
2.8. Dysgraphia
2.8.1. Introduction
2.8.2. Learning Styles
2.8.3. Executive Functions Involved in Learning
2.8.4. Definition of Dysgraphia and Types
2.8.5. Common Indicators of Dysgraphia
2.8.6. Classroom Aids for Students with Dysgraphia
2.8.7. Individual Aids
2.8.8. Summary
2.8.9. Bibliographical References
2.9. Contribution of Laterality to the Development of Reading and Writing
2.9.1. Introduction
2.9.2. Importance of Laterality in the Learning Process
2.9.3. Laterality in the Reading and Writing Processes
2.9.4. Laterality and Learning Difficulties
2.9.5. Summary
2.9.6. Bibliographical References
2.10. Role of the School Psychologist and Guidance Counselors for Prevention, Development and Learning Difficulties
2.10.1. Introduction
2.10.2. The Guidance Department
2.10.3. Intervention Programs
2.10.4. Advances in Neuropsychology in Learning Difficulties
2.10.5. Training the Teaching Staff
2.10.6. Summary
2.10.7. Bibliographical References
2.11. Parent Orientation
2.11.1. How to Inform Parents
2.11.2. Activities to Improve Academic Performance
2.11.3. Activities to Improve Lateral Development
2.11.4. Problem-Solving Strategies
2.11.5. Summary
2.11.6. Bibliographical References
2.12. Psychomotor Assessment and Intervention
2.12.1. Introduction
2.12.2. Psychomotor Development
2.12.3. Psychomotor Assessment
2.12.4. Psychomotor Intervention
2.12.5. Summary
2.12.6. Bibliographical References

Module 3. Dyslexia, Dyscalculia and Hyperactivity

3.1. History of Learning Difficulties
- 3.1.1. Introduction
- 3.1.2. Definition of Learning Difficulties
- 3.1.3. Historical Development
- 3.1.4. Current Learning Difficulties
- 3.1.5. Neuropsychology of Learning Difficulties
- 3.1.6. Causes of Learning Difficulties
- 3.1.7. Classification of Learning Difficulties
- 3.1.8. Summary
- 3.1.9. Bibliographical References

3.2. Conceptualization of Dyslexia
- 3.2.1. Introduction
- 3.2.2. Definition
- 3.2.3. Neuropsychological Bases
- 3.2.4. Features
- 3.2.5. Subtypes
- 3.2.6. Summary
- 3.2.7. Bibliographical References

3.3. Neuropsychological Assessment of Dyslexia
- 3.3.1. Introduction
- 3.3.2. Diagnostic Criteria for Dyslexia
- 3.3.3. How to Evaluate?
- 3.3.4. Interview with the Tutor
- 3.3.5. Reading and Writing
- 3.3.6. Neuropsychological Assessment
- 3.3.7. Assessment of Other Related Aspects
- 3.3.8. Summary
- 3.3.9. Bibliographical References

3.4. Neuropsychological Intervention of Dyslexia
- 3.4.1. Introduction
- 3.4.2. Variables Involved
- 3.4.2. Neuropsychological Field
- 3.4.3. Intervention Programs
- 3.4.4. Summary
- 3.4.5. Bibliographical References

3.5. Conceptualization of Dyscalculia
- 3.5.1. Introduction
- 3.5.2. Definition of Dyscalculia
- 3.5.3. Features
- 3.5.4. Neurophysiological Basis
- 3.5.5. Summary
- 3.5.6. Bibliographical References

3.6. Neuropsychological Assessment of Dyscalculia
- 3.6.1. Introduction
- 3.6.2. Assessment Objectives
- 3.6.3. How to Evaluate?
- 3.6.4. Report
- 3.6.5. Diagnosis
- 3.7.6. Summary
- 3.6.7. Bibliographical References

3.7. Neuropsychological Interventions of Dyscalculia
- 3.7.1. Introduction
- 3.7.2. Variables Involved in the Treatment
- 3.7.3. Neuropsychological Rehabilitation
- 3.7.4. Intervention in Dyscalculia
- 3.7.5. Summary
- 3.7.6. Bibliographical References

3.8. Conceptualization of ADHD
- 3.8.1. Introduction
- 3.8.2. Definition of ADHD
- 3.8.3. Neuropsychological Bases
- 3.8.4. Characteristics of Children with ADHD
- 3.8.5. Subtypes
- 3.8.6. Summary
- 3.8.7. Bibliographical References

3.9. Neuropsychological Assessment of ADHD
- 3.9.1. Introduction
- 3.9.2. Assessment Objectives
- 3.9.3. How to Evaluate?
- 3.9.4. Report
- 3.9.5. Diagnosis
- 3.9.6. Summary
- 3.9.7. Bibliographical References

3.10. Neuropsychological Interventions of ADHD
- 3.10.1. Introduction
- 3.10.2. Neuropsychological Field
- 3.10.3. Treatment of ADHD
- 3.10.4. Other Therapies
- 3.10.5. Intervention Programs
- 3.10.6. Summary
- 3.10.7. Bibliographical References

3.11. Comorbidity in Neurodevelopmental Disorders
- 3.11.1. Introduction
- 3.11.2. Neurodevelopment Disorders
- 3.11.3. Dyslexia and Dyscalculia
- 3.11.4. Dyslexia and ADHD
- 3.11.5. Dyscalculia and ADHD
- 3.11.6. Summary
- 3.11.7. Bibliographical References

3.12. Neurotechnology
- 3.12.1. Introduction
- 3.12.2. Applied to Dyslexia
- 3.12.3. Applied to Dyscalculia
- 3.12.4. Applied to ADHD
- 3.12.5. Summary
- 3.12.6. Bibliographical References

3.13. Guidance for Parents and Teachers
- 3.13.1. Introduction
- 3.13.2. Guidance on Dyslexia
- 3.13.3. Guidance on Dyscalculia
- 3.13.4. Guidance on ADHD
- 3.13.5. Summary
- 3.13.6. Bibliographical References

Module 4. Multiple Intelligences, Creativity, Talent and High Abilities

4.1. Theory of Multiple Intelligences
- 4.1.1. Introduction
- 4.1.2. Medical history
- 4.1.3. Conceptualization
- 4.1.4. Validation
- 4.1.5. Premises and Basic Principles of Theories
- 4.1.6. Neuropsychological and Cognitive Science
- 4.1.7. Classification of the Theories of Multiple Intelligences
- 4.1.8. Summary
- 4.1.9. Bibliographical References

4.2. Types of Multiple Intelligences
- 4.2.1. Introduction
- 4.2.2. Types of Intelligence
- 4.2.3. Summary
- 4.2.4. Bibliographical References

4.3. Assessment of Multiple Intelligences
- 4.3.1. Introduction
- 4.3.2. Medical history
- 4.3.3. Types of Assessments
- 4.3.4. Aspects to Consider in the Assessment
- 4.3.5. Summary
- 4.3.6. Bibliographical References

4.4. Creativity
- 4.4.1. Introduction
- 4.4.2. Concepts and Theories of Creativity
- 4.4.3. Approaches to the Study of Creativity
- 4.4.4. Characteristics of Creative Thinking
- 4.4.5. Types of Creativity
- 4 4.6. Summary
- 4.4.7. Bibliographical References

4.5. Neuropsychological Basis of Creativity
- 4.5.1. Introduction
- 4.5.2. Medical history
- 4.5.3. Characteristics of Creative People
- 4.5.4. Creative Products
- 4.5.5. Neuropsychological Bases of Creativity
- 4.5.6. Influence of the Environment and Context on Creativity
- 4.5.7. Summary
- 4.5.8. Bibliographical References

4.6. Creativity in the Educational Context
- 4.6.1. Introduction
- 4.6.2. Creativity in the Classroom
- 4.6.3. Stages of the Creative Process
- 4.6.4. How to Work on Creativity
- 4.6.5. Connection Between Creativity and Thinking
- 4.6.6. Modification in the Educational Context
- 4.6.7. Summary
- 4.6.8. Bibliographical References

4.7. Methodologies for Developing Creativity
- 4.7.1. Introduction
- 4.7.2. Programs for Developing Creativity
- 4.7.3. Projects for Developing Creativity
- 4.7.4. Promoting Creativity in the Family Context
- 4.7.5. Summary
- 4.7.6. Bibliographical References

4.8. Creativity Assessment and Guidance
- 4.8.1. Introduction
- 4.8.2. Considerations on Assessment
- 4.8.3. Evaluation Tests
- 4.8.4. Subjective Assessment Tests
- 4.8.5. Guidance on Assessment
- 4.8.6. Summary
- 4.8.7. Bibliographical References

4.9. High Capacities and Talents
- 4.9.1. Introduction
- 4.9.2. Relationship Between Giftedness and High Capacities
- 4.9.3. Connection Between Heredity and Environment
- 4.9.4. Neuropsychological Foundation
- 4.9.5. Models of Giftedness
- 4.9.6. Summary
- 4.9.7. Bibliographical References

4.10. Identification and Diagnosis of High Capacities
- 4.10.1. Introduction
- 4.10.2. Main Characteristics
- 4.10.3. How to Identify High Abilities
- 4.10.4. Role the Involved Agents
- 4.10.5. Assessment Tests and Instruments
- 4.10.6. Intervention Programs
- 4.10.7. Summary
- 4.10.8. Bibliographical References

4.11. Problems and Difficulties
- 4.11.1. Introduction
- 4.11.2. Problems and Difficulties in the School Environment
- 4.11.3. Myths and Beliefs
- 4.11.4. Dyssynchronies
- 4.11.5. Differential Diagnosis
- 4.11.6. Differences Between Genders
- 4.11.7. Educational Needs
- 4.11.8. Summary
- 4.11.9. Bibliographical References

4.12. Connection Between Multiple Intelligences, High Capacities, Talent and Creativity
- 4.12.1 Introduction
- 4.12.2. Connection Between Multiple Intelligences and Creativity
- 4.12.3. Connection Between Multiple Intelligences, High Capacities and Talents
- 4.12.4. Differences Between Talent and High Capacities
- 4.12.5. Creativity, High Capacities and Talent
- 4.12.6. Summary
- 4.12.7. Bibliographical References

4.13. Guiding and Developing Multiple Intelligences
- 4.13.1. Introduction
- 4.13.2. Advising Teachers
- 4.13.3. Multidimensional Student Development
- 4.13.4. Curricular Enrichment
- 4.13.5. Strategies at Different Educational Levels
- 4.13.6. Summary
- 4.13.7. Bibliographical References

4.14. Creativity for Problem Solving
- 4.14.1. Introduction
- 4.14.2. Models of the Creative Process for Problem Solving
- 4.14.3. Creative Project Development
- 4.14.4. Summary
- 4.14.5. Bibliographical References

4.15. Educational Process and Family Support
- 4.15.1. Introduction
- 4.15.2. Guidelines for Teachers
- 4.15.3. Educational Response in Children
- 4.15.4. Educational Response in Primary Education
- 4.15.5. Educational Response in Secondary Education
- 4.15.6. Coordination with Families
- 4.15.7. Program Implementation
- 4.15.8. Summary
- 4.15.9. Bibliographical References

A complete training that will take you through the knowledge you need to compete among the best"

05

Methodology

This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

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

At TECH Education School we use the Case Method

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

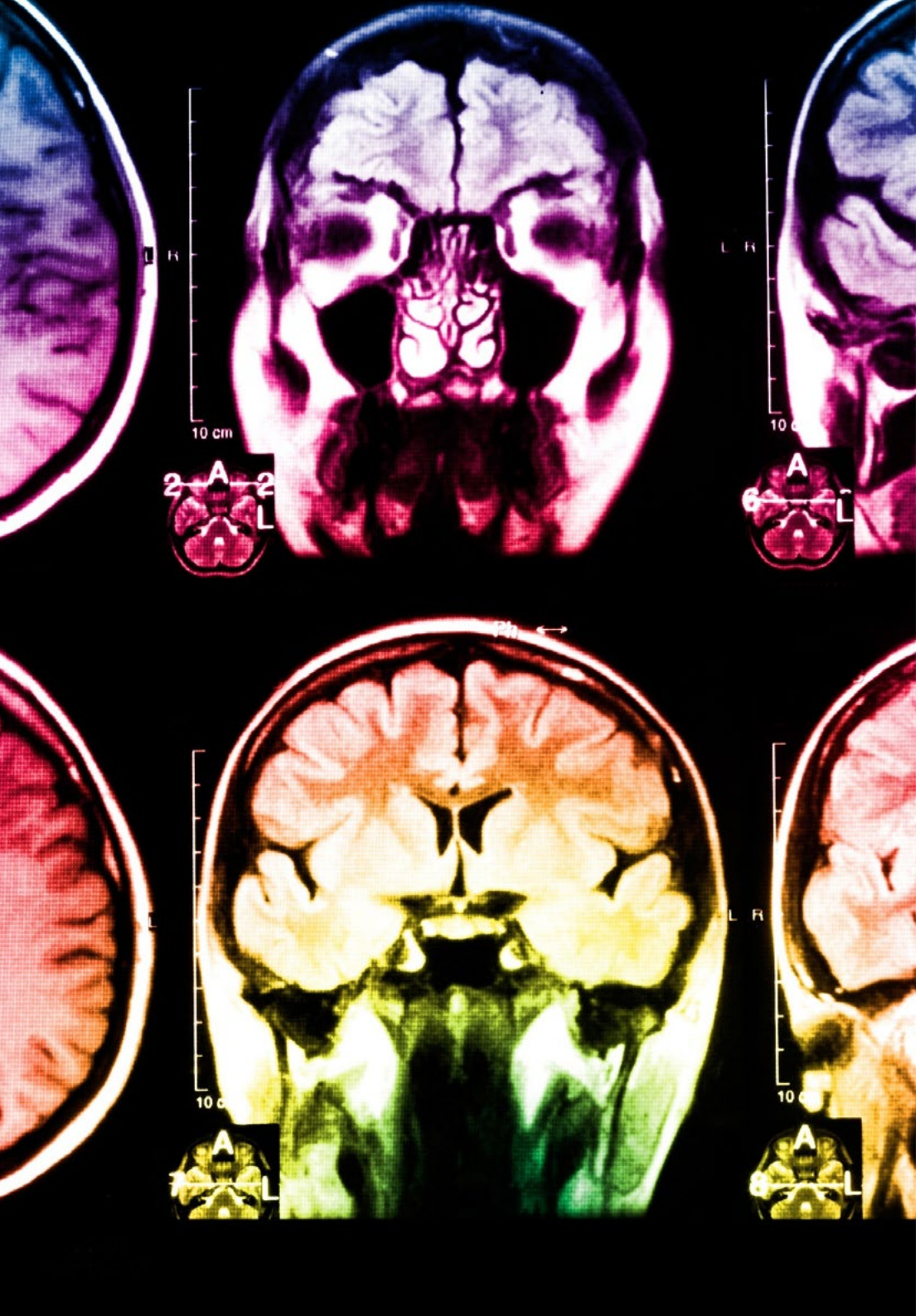
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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

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



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

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

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

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

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

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

Study Material

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

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

Educational Techniques and Procedures on Video

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

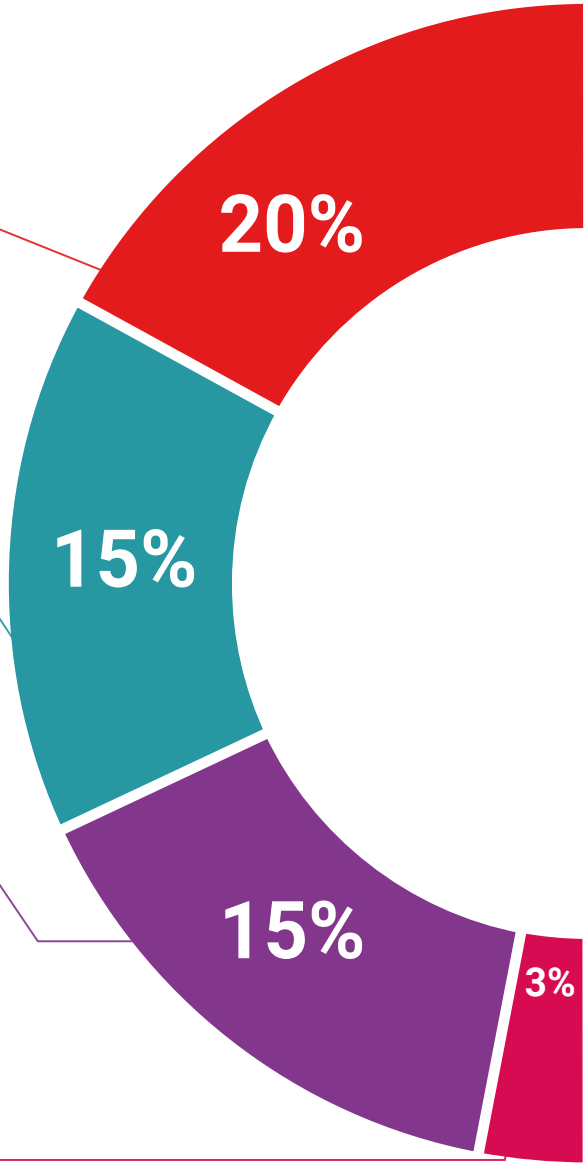
Interactive Summaries

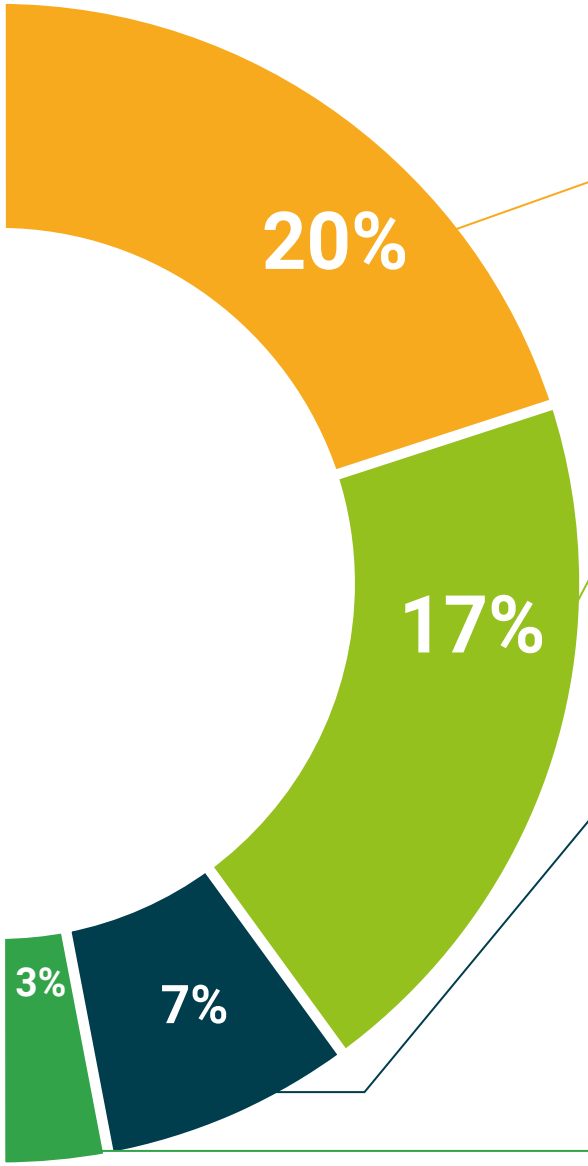
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Certificate

The Postgraduate Diploma in Diploma in Difficulties in the Academic Field guarantees, in addition to the most rigorous and up-to-date training, access to a **Postgraduate Diploma qualification** issued by **TECH Technological University**.

Include in your training a Postgraduate Diploma in Difficulties in the Academic Field: A huge step forward in your competitiveness in the sector"

This **Postgraduate Diploma in Difficulties in the Academic Field** contains the most complete and updated program on the market.

After you have passed the evaluations, you will receive your corresponding Postgraduate Diploma certificate issued by **TECH Technological University** via tracked delivery.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Difficulties in the Academic Field**

ECTS: **24**

Official Nº of Hours: **600 hours**


tech technological university

Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Difficulties in the Academic Field

This is a qualification awarded by this University, with 24 ECTS credits and equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro

Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Diploma
Difficulties in the Academic Field

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH Technological University**

24 ECTS Credits

Teaching Hours: **600 hours**

Postgraduate Diploma

Difficulties in the Academic Field

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