Postgraduate Diploma
Educational Alternatives and Learning Development

tech technological university

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Postgraduate Diploma
Educational Alternatives and Learning Development

Course Modality: **Online**
Duration: **6 months.**
Certificate: **TECH Technological University**
Official Nº of Hours: **450 h.**
Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-alternatives-learning-development**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 16

05 Methodology p. 24

06 Certificate p. 32

01

Introduction

Society is not homogeneous and the school, a replica of social models, is not homogeneous either. Diversity is now seen as the norm, not the exception. Functional, emotional and gender diversity. In this context, the neuropsychologist becomes a key figure in the educational approach. Therefore, the professional must be permanently trained to implement new learning methods and systems in the classroom.

New methods of education require new ways of teaching and learning: become part of the leaders of this change in the school"

Neuropsychology is a complex field. 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. For professionals, this means an intense challenge of permanent updating that allows them to be at the forefront in terms of the approach, intervention and monitoring of the cases that may arise in their classrooms.

Throughout this program, the student will review all the current approaches to the work carried out by neuropsychologists regarding the different challenges posed by their profession. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This challenge is one of TECH Technological University's social commitments: to help highly qualified professionals train and develop their personal, social and work skills during their studies.

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 simpler, more organic, and efficient. We will work to keep you motivated and to create in you a passion for learning. Furthermore, we will push you to think and develop critical thinking.

A high level of scientific training, supported by advanced technological development and teaching experience of the best professionals. These are some of its differential qualities.

This **Postgraduate Diploma in Educational Alternatives and Learning Development** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practising experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous 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
- Availability of the contents from any fixed or portable device with internet connection
- Complementary documentation banks permanently available, even after the course

A training program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively"

This Postgraduate Diploma is the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge in Educational Alternatives and Learning Development, you will obtain a qualification endorsed by TECH Technological University"

Our teaching staff is made up of working professionals. This way, we ensure that we provide you with the targeted skilled update we are aiming for. A multidisciplinary team of qualified and experienced physicians in different settings, who will develop the theoretical knowledge in an efficient manner, but, above all, will bring to the course the practical knowledge derived from their own experience: one of the differential qualities of this program.

This mastery of the subject is complemented by the effectiveness of the methodology used in the design of this Postgraduate Diploma. Developed by a multidisciplinary team of *E-Learning* experts, it integrates the latest advances in educational technology. This way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your training.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, we will use telepractice learning: with the help of an innovative interactive video system, and *learning from an expert*, you will be able to acquire the knowledge as if you were actually dealing with the scenario you are learning about. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

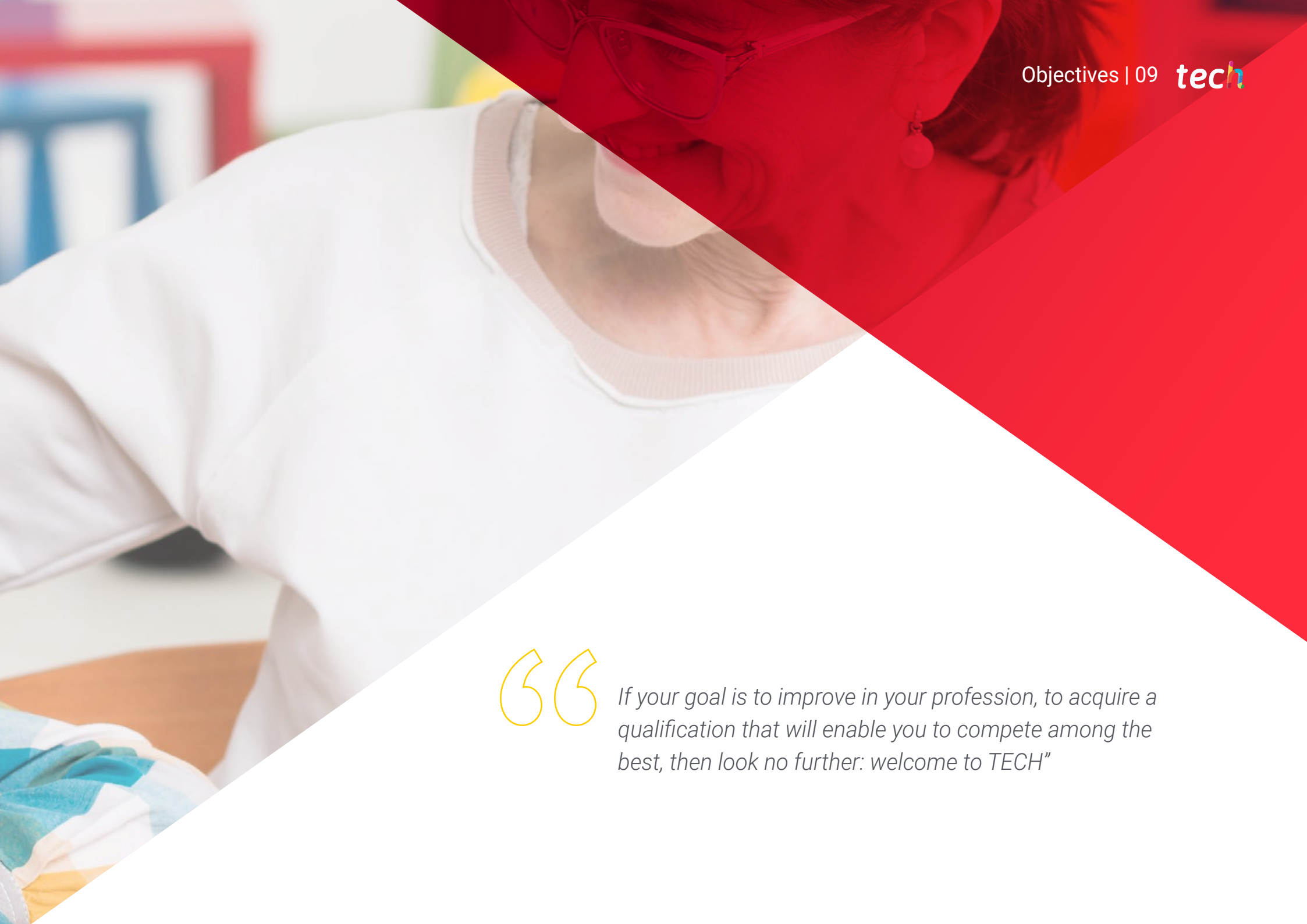
This high intensity program covers all of the most advanced intervention programs.

Different ways of learning require different ways of teaching. Knowing them is the key to professional success.

02

Objectives

Our objective is to train highly qualified professionals for the working 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 six months, you will be able to achieve with a highly intensive and precise course.



If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, then look no further: welcome to TECH"

General Objective

- 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
- 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 student's school and social development

Specific Objectives

Module 1. Emerging Educational Alternatives for the Management of Learning Difficulties

- Gain knowledge of information and communication technologies and their application in educational environments
- Be able to use chess as a means for the management of difficulties
- Gain knowledge of the benefits of meditation in this area

Module 2. Multiple Intelligences, Creativity, Talent and High Abilities

- Learn all aspects related to the theory of multiple intelligences and their assessment
- Learn the neuropsychological basis of creativity and its development in the educational context
- Know the possibilities of working in the area of high abilities

Make the most of this opportunity and take the step to get up to date on the latest developments in Educational Alternatives and Learning Development"

Module 3. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- Learn about the characteristics and development of the organs of sight
- Learn about the risk factors
- Learn ways to detect, assess 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 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 on literacy learning

03

Course Management

For our master's degree 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 teachers, professionals with proven experience, will provide you with their expertise and skills to offer you a stimulating and creative program"

Management

Ms. Sánchez Padrón, Nuria Ester

- Degree in Psychology, University of La Laguna
- Master's Degree in General Health Psychology, La Rioja University
- 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 program have been developed by the different teachers of this program, with a clear purpose: to ensure that our students acquire each and every one of the skills necessary to become true experts in this field.

The content of this course will allow you to learn all aspects of the different disciplines involved in this area: a very complete and well-structured program that will lead you to the highest standards of quality and success.

Our program will take you, steadily and smoothly, through a complete and effective development, in which practice will be the engine of all learning"

Module 1. Emerging Educational Alternatives for the Management of Learning Difficulties

1.1. Techniques to Improve Self-Esteem
- 1.1.1. Classification
- 1.1.2. Description

1.2. Behavior Modification
- 1.2.1.Identification
- 1.2.2.Approach

1.3. Coping and Problem-Solving Strategies
- 1.3.1. Classification
- 1.3.2. Application

1.4. Social Skills
- 1.4.1. Description of Shortcomings
- 1.4.2. Intervention Models

1.5. Emotional Intelligence, Creativity and Emotional Education in the Classroom
- 1.5.1. Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 1.5.2. Other Emotional Intelligence Models and Emotional Transformation
- 1.5.3. Social-Emotional Competencies and Creativity by Level of Intelligence
- 1.5.4. Concept of Emotional Quotient, Intelligence and Adaptation in Learning Difficulties
- 1.5.5. Practical Classroom Resources to Prevent the Demotivation of Students with Learning Difficulties and the Management of Disruptive Behaviors from Emotions
- 1.5.6. Standardized Tests to Assess Emotions

1.6. Learning Planning
- 1.6.1. Application Resources

1.7. Study Techniques
- 1.7.1. Description
- 1.7.2. Applicable Developments

1.8. Learning Strategies
- 1.8.1. Rehearsal Strategies
- 1.8.2. Processing Strategies
- 1.8.3. Organization Strategies
- 1.8.4. Metacognitive Strategies
- 1.8.5. Affective or Supportive Strategies

1.9. Motivation
- 1.9.1. Contextualization
- 1.9.2. Teaching Approaches

1.10. Family-Centered Intervention
- 1.10.1. Understanding Learning Difficulties
- 1.10.2. Acceptance of Reality
- 1.10.3. Decision-Making in the Family Environment
- 1.10.4. Behaviors within the Family
- 1.10.5. Projects with the Family
- 1.10.6. Emotional Intelligence. Managing Emotions

1.11. Inclusive Educational Intervention
- 1.11.1. Center's Educational Project, Special Attention to Learning Needs
- 1.11.2. Structural Adjustments
- 1.11.3. Organizational Changes
- 1.11.4. Plan of Attention to Diversity
- 1.11.5. Teacher Training Plan
- 1.11.6. Curricular Actions
- 1.11.7. Organizing the Early Childhood Curriculum
- 1.11.8. Organizing the Primary Education Curriculum
- 1.11.9. Organizing the Secondary Education Curriculum

1.12. Neurolinguistic Programming (NLP) Applied to Learning Disabilities
- 1.12.1. Justification and Objectives
- 1.12.2. Basics of NLP
  - Foundations of NLP
  - 1.12.2.2. The Assumptions and Premises of NLP
  - 1.12.2.3. Neurological Levels

1.12.3. The Rules of the Mind
1.12.4. Beliefs
1.12.5. Different Ways of Looking at Reality
1.12.6. States of Mind
1.12.7. Shaping the Language
1.12.8. Access to Unconscious Resources
1.13. Dynamic Learning in the Classroom
1.13.1. Dynamic Learning According to Robert Dilts
1.13.2. Activities According to Different Learning Styles
1.13.3. Activities According to How Students Select Information
1.13.4. Strategies to Develop the Visual System in the Classroom
1.13.5. Strategies for Developing the Auditory System in the Classroom
1.13.6. Strategies to Develop the Kinesthetic System in the Classroom
1.13.7. Activities According to How Students Organize Information
1.13.8. Left Hemisphere and Right Hemisphere Enhancing Activities
1.13.8.1. Strategies for Working With the Whole Brain in the Classroom
1.13.9. Techniques for Working on Beliefs
1.13.10. Neuro-Linguistic Programming Techniques to Improve Students' Academic Performance
1.13.10.1. Techniques for Reflecting on Our Perception of Reality
1.13.10.1.1. Techniques to Develop Flexible Thinking
1.13.10.1.2. Techniques to Eliminate Blockages or Limitations
1.13.10.1.3. Techniques to Clarify Objectives
1.13.10.2. Annexes With Tests, Records, Techniques, Situation Analysis, Assessments and Follow-Ups
1.14. Cooperative Learning in Attention to Diversity
1.14.1. Definition and Bases of Cooperative Learning
1.14.2. Structure of Cooperative Learning
1.14.3. Developed Skills and Capabilities
1.14.4. Purposes of Cooperative Learning From a Multicultural Approach
1.14.5. Application in Each of the Educational Stages
1.14.5.1. Early Childhood Education
1.14.5.1.1. Teamwork and Group Cohesion in Early Childhood Education
1.14.5.1.1.1. Cooperative Techniques in Early Childhood Education
1.14.5.2. Primary Education
1.14.5.2.1. Didactics and Experiences in Primary Education Simple Structures
1.14.5.2.2. Primary Research and Projects
1.14.5.3. Secondary Education
1.14.5.3.1. Importance of Roles in Secondary Education
1.14.5.3.2. Evaluation of Cooperative Experiences in Secondary Schools
1.14.6. Design of Activities and Group Dynamics
1.14.7. The Role of the Teacher as Facilitator and Guide
1.14.8. Assessment of Cooperative Learning
1.15. New Technologies Applied
1.15.1. Diverse Approaches and Perspectives
1.15.1.1. Information Communication and Technology ICT
1.15.1.2. Technology for Learning and Knowledge CAT
1.15.1.3. Technologies of Empowerment and Participation TEP
1.15.2. Impact of New Technologies in Education
1.15.2.1. Digital Skills in Students
1.15.2.2. Digital Skills in Teachers
1.15.2.3. The Role of Families and the Regulation of Use
1.15.3. Educating With the Use of New Technologies
1.15.3.1. Digital Educational Content
1.15.3.2. Tools
1.15.3.3. Educational Platforms
1.15.4. The Transformation of Education with New Teaching Methods

Module 2. Multiple Intelligences, Creativity, Talent and High Abilities

2.1. Theory of Multiple Intelligences
2.1.1. Introduction
2.1.2. Medical history
2.1.3. Conceptualization

2.1.4. Validation
2.1.5. Premises and Basic Principles of Theories
2.1.6. Neuropsychological and Cognitive Science
2.1.7. Classification of the Theories of Multiple Intelligences
2.1.8. Summary
2.1.9. Bibliographical References
2.2. Types of Multiple Intelligences
2.2.1. Introduction
2.2.2. Types of Intelligence
2.2.3. Summary
2.2.4. Bibliographical References
2.3. Assessment of Multiple Intelligences
2.3.1. Introduction
2.3.2. Medical history
2.3.3. Types of Assessments
2.3.4. Aspects to Consider in the Assessment
2.3.5. Summary
2.3.6. Bibliographical References
2.4. Creativity
2.4.1. Introduction
2.4.2. Concepts and Theories of Creativity
2.4.3. Approaches to the Study of Creativity
2.4.4. Characteristics of Creative Thinking
2.4.5. Types of Creativity
2.4.6. Summary
2.4.7. Bibliographical References
2.5. Neuropsychological Basis of Creativity
2.5.1. Introduction
2.5.2. Medical history
2.5.3. Characteristics of Creative People
2.5.4. Creative Products
2.5.5. Neuropsychological Bases of Creativity
2.5.6. Influence of the Environment and Context on Creativity
2.5.7. Summary
2.5.8. Bibliographical References
2.6. Creativity in the Educational Context
2.6.1. Introduction
2.6.2. Creativity in the Classroom
2.6.3. Stages of the Creative Process
2.6.4. How to Work on Creativity
2.6.5. Connection Between Creativity and Thinking
2.6.6. Modification in the Educational Context
2.6.7. Summary
2.6.8. Bibliographical References
2.7. Methodologies for Developing Creativity
2.7.1. Introduction
2.7.2. Programs for Developing Creativity
2.7.3. Projects for Developing Creativity
2.7.4. Promoting Creativity in the Family Context
2.7.5. Summary
2.7.6. Bibliographical References
2.8. Creativity Assessment and Guidance
2.8.1. Introduction
2.8.2. Considerations on Assessment
2.8.3. Evaluation Tests
2.8.4. Subjective Assessment Tests
2.8.5. Guidance on Assessment
2.8.6. Summary
2.8.7. Bibliographical References
2.9. High Capacities and Talents
2.9.1. Introduction
2.9.2. Relationship Between Giftedness and High Capacities
2.9.3. Connection Between Heredity and Environment
2.9.4. Neuropsychological Foundation
2.9.5. Models of Giftedness

2.9.6. Summary
2.9.7. Bibliographical References
2.10. Identification and Diagnosis of High Capacities
2.10.1. Introduction
2.10.2. Main Characteristics
2.10.3. How to Identify Far High-Capacity Individuals
2.10.4. Role of the Agents Involved
2.10.5. Assessment Tests and Instruments
2.10.6. Intervention Programs
2.10.7. Summary
2.10.8. Bibliographical References
2.11. Problems and Difficulties
2.11.1. Introduction
2.11.2. Problems and Difficulties in the School Environment
2.11.3. Myths and Beliefs
2.11.4. Dyssynchronies
2.11.5. Differential Diagnosis
2.11.6. Differences Between Genders
2.11.7. Educational Needs
2.11.8. Summary
2.11.9. Bibliographical References
2.12. Connection Between Multiple Intelligences, High Capacities, Talent and Creativity
2.12.1. Introduction
2.12.2. Connection Between Multiple Intelligences and Creativity
2.12.3. Connection Between Multiple Intelligences, High Capacities and Talents
2.12.4. Differences Between Talent and High Capacities
2.12.5. Creativity, High Capacities and Talent
2.12.6. Summary
2.12.7. Bibliographical References
2.13. Guiding and Developing Multiple Intelligences
2.13.1. Introduction
2.13.2. Advising Teachers
2.13.3. Multidimensional Student Development
2.13.4. Curricular Enrichment
2.13.5. Strategies at Different Educational Levels
2.13.6. Summary
2.13.7. Bibliographical References
2.14. Creativity for Problem Solving
2.14.1. Introduction
2.14.2. Models of the Creative Process for Problem Solving
2.14.3. Creative Project Development
2.14.4. Summary
2.14.5. Bibliographical References
2.15. Educational Process and Family Support
2.15.1. Introduction
2.15.2. Guidelines for Teachers
2.15.3. Educational Response in Children
2.15.4. Educational Response in Primary Education
2.15.5. Educational Response in Secondary Education
2.15.6. Coordination with Families
2.15.7. Program Implementation
2.15.8. Summary
2.15.9. Bibliographical References

Module 3. Visual and Auditory Functionality for Reading, Language, Languages and Learning

3.1. Vision: Functioning and Neuropsychological Bases
3.1.1. Introduction
3.1.2. Development of the Visual System at Birth
3.1.3. Risk factors
3.1.4. Development of Other Sensory Systems During Infancy
3.1.5. Influence of Vision on the Visuomotor System and its Development
3.1.6. Normal and Binocular Vision
3.1.7. Anatomy of Human Eyes
3.1.8. Eye Functions

3.1.9. Other Functions
3.1.10. Visual Pathways to the Cerebral Cortex
3.1.11. Elements that Favor Visual Perception
3.1.12. Vision Diseases and Alterations
3.1.13. Most Common Eye Disorders or Diseases: Classroom Interventions
3.1.14. Computer Vision Syndrome (CVS)
3.1.15. Attitudinal Observation of the Student
3.1.16. Summary
3.1.17. Bibliographical References

3.2. Visual Perception, Assessment and Intervention Programs
3.2.1. Introduction
3.2.2. Human Development: Development of the Sensory Systems
3.2.3. Sensory Perception
3.2.4. Neurodevelopment
3.2.5. Description of the Perceptual Process
3.2.6. Color Perception
3.2.7. Perception and Visual Skills
3.2.8. Evaluation of Visual Perception
3.2.9. Intervention for the Improvement of Visual Perception
3.2.10. Summary
3.2.11. Bibliographical References

3.3. Tracking Eye Movements
3.3.1. Introduction
3.3.2. Eye Movements
3.3.3. Tracking Eye Movements
3.3.4. Ocular Motility Recording and Assessment
3.3.5. Ocular Motility-Related Disorders
3.3.6. The Visual System and Reading
3.3.7. Development of Skills in Learning to Read
3.3.8. Improvement and Training Programs and Activities
3.3.9. Summary
3.3.10. Bibliographical References

3.4. Saccadic Movements and Their Implication in Reading
3.4.1. Introduction
3.4.2. Models of the Reading Process
3.4.3. Saccadic Movements and Their Relation to Reading
3.4.4. How Saccadic Movements are Assessed
3.4.5. The Reading Process at the Visual Level
3.4.6. Visual Memory in the Reading Process
3.4.7. Investigations to Study the Relationship Between Visual Memory and Reading
3.4.8. Reading Difficulties
3.4.9. Specialized Teachers
3.4.10. Social Educators
3.4.11. Summary
3.4.12. Bibliographical References

3.5. Visual Accommodation and its Relation to Posture in the Classroom
3.5.1. Introduction
3.5.2. Mechanisms that Allow for Accommodation or Focus
3.5.3. How is Visual Accommodation Assessed?
3.5.4. Body Posture in the Classroom
3.5.5. Visual Accommodation Training Programs
3.5.6. Aids for Visually Impaired Students
3.5.7. Summary
3.5.8. Bibliographical References

3.6. Structure and Function of the Ear
3.6.1. Introduction
3.6.2. The World of Sound
3.6.3. Sound and its Propagation
3.6.4. The Auditory Receptors
3.6.5. Ear Structure
3.6.6. Development of the Hearing System at Birth
3.6.7. Development of Sensory Systems during Infancy
3.6.8. Influence of the Ear on Balance Development
3.6.9. Ear Diseases

3.6.10. Summary
3.6.11. Bibliographical References

3.7. Auditory Perception
3.7.1. Introduction
3.7.2. Guidelines for Detecting Auditory Perception Problems
3.7.3. The Perceptive Process
3.7.4. Role of the Auditory Pathways in Perceptual Processes
3.7.5. Children with Impaired Auditory Perception
3.7.6. Evaluation Tests
3.7.7. Summary
3.7.8. Bibliographical References

3.8. Evaluation of Hearing and its Alterations
3.8.1. Introduction
3.8.2. Evaluation of the External Auditory Canal
3.8.3. Otoscopy
3.8.4. Air Audiometry
3.8.5. Bone Conduction Hearing
3.8.6. Pain Threshold Curve
3.8.7. Tone Audiometry, Vocal Audiometry and Acoustic Audiometry
3.8.8. Hearing Impairment: Degrees and Types of Hearing Loss
3.8.9. Causes of Hearing Loss
3.8.10. Psychobiological Aspects of Hearing Impairment
3.8.11. Summary
3.8.12. Bibliographical References

3.9. Hearing and Learning Development
3.9.1. Introduction
3.9.2. Development of the Human Ear
3.9.3. Programs, Activities and Games for Auditory Development in Children
3.9.4. Berard Method
3.9.5. Tomatis Method
3.9.6. Visual and Hearing Health
3.9.7. Adaptations of Curricular Elements
3.9.8. Summary
3.9.9. Bibliographical References

3.10. Vision and Hearing Processes Involved in Reading
3.10.1. Introduction
3.10.2. Tracking Eye Movements
3.10.3. The Visual System and Reading
3.10.4. Dyslexia
3.10.5. Color-Based Therapies for Dyslexia
3.10.6. Visual Impairment Aids
3.10.7. Summary
3.10.8. Bibliographical References

3.11. Relationship Between Vision and Hearing in Language
3.11.1. Introduction
3.11.2. Relationship Between Vision and Hearing
3.11.3. Verbal-Auditory and Visual Information Processing
3.11.4. Intervention Programs for Hearing Disorders
3.11.5. Guidelines for Teachers
3.11.6. Summary
3.11.7. Bibliographical References

05

Methodology

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

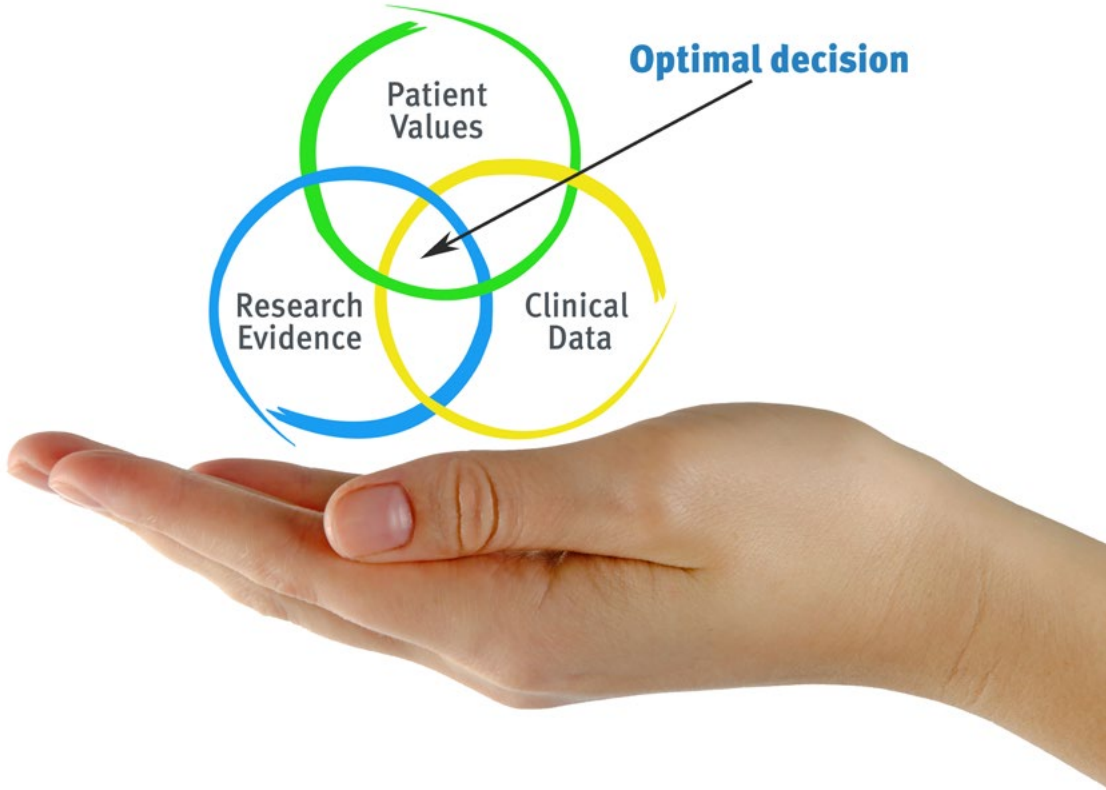
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH 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 an abundance of scientific evidence on the effectiveness of the method.

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



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

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

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

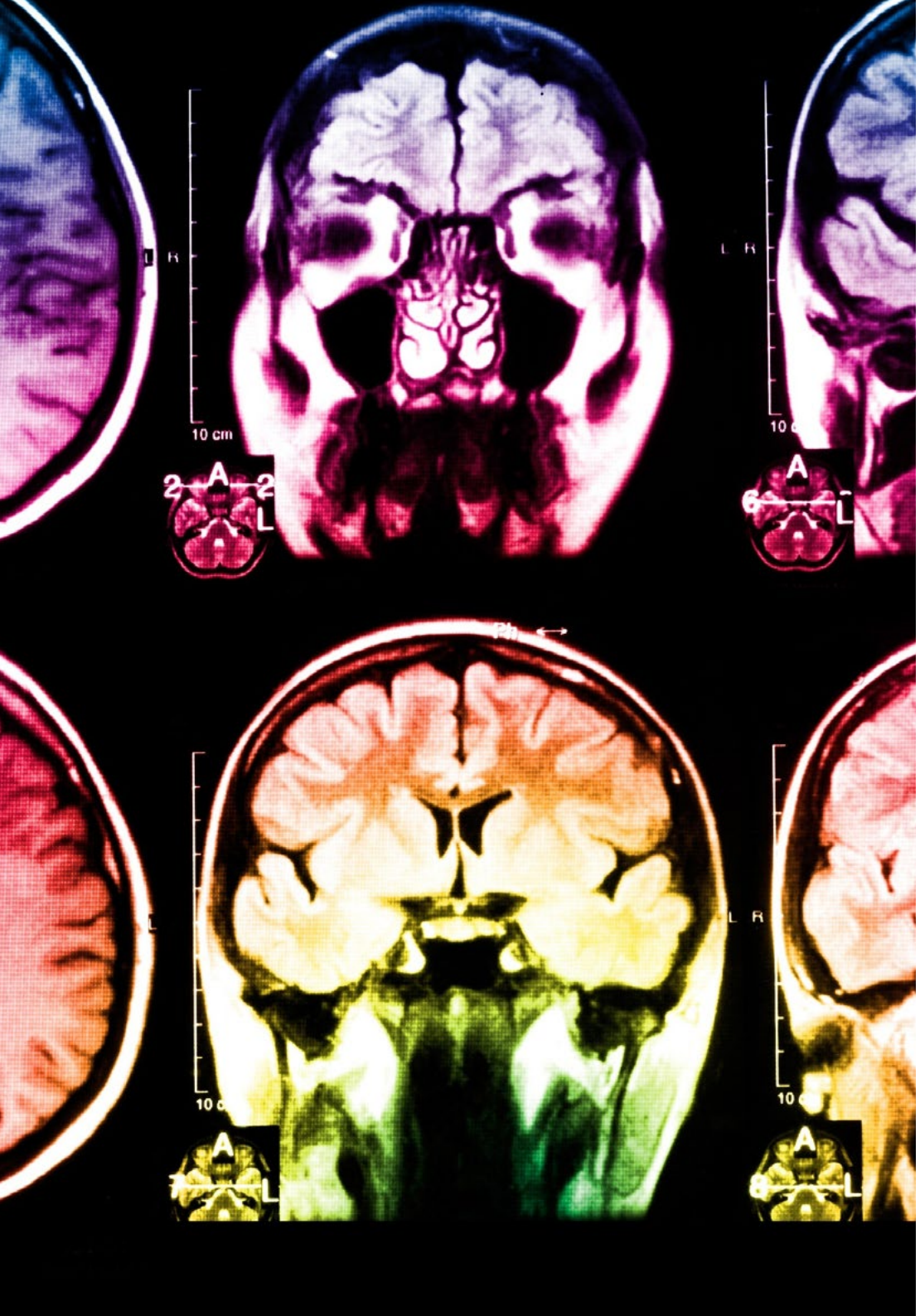
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

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

With this methodology we have 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.

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

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

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

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

Study Material

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

These contents are then 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.

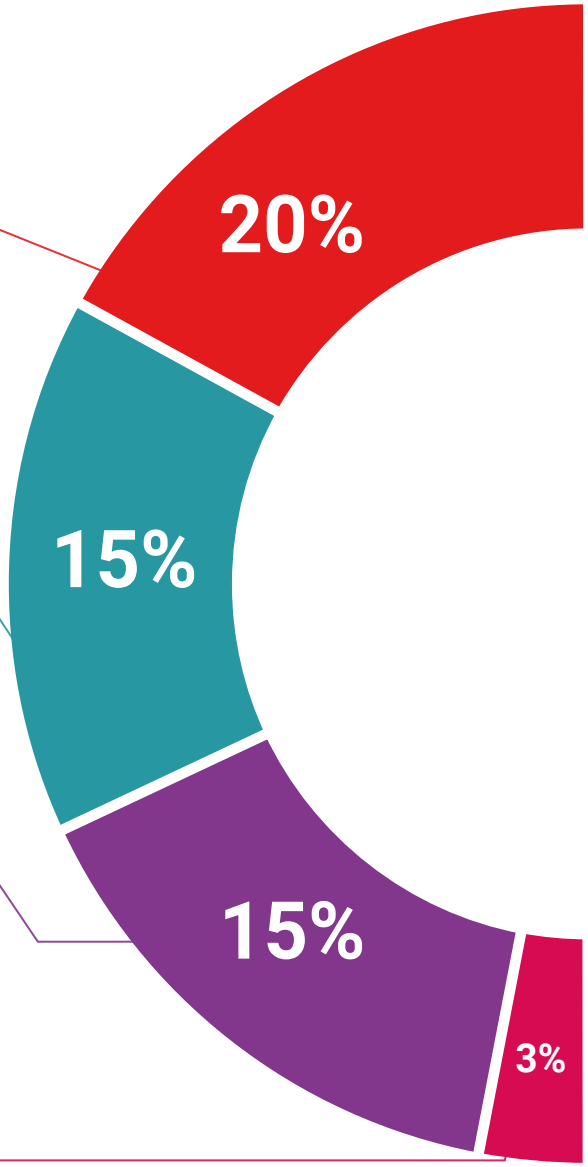
Interactive Summaries

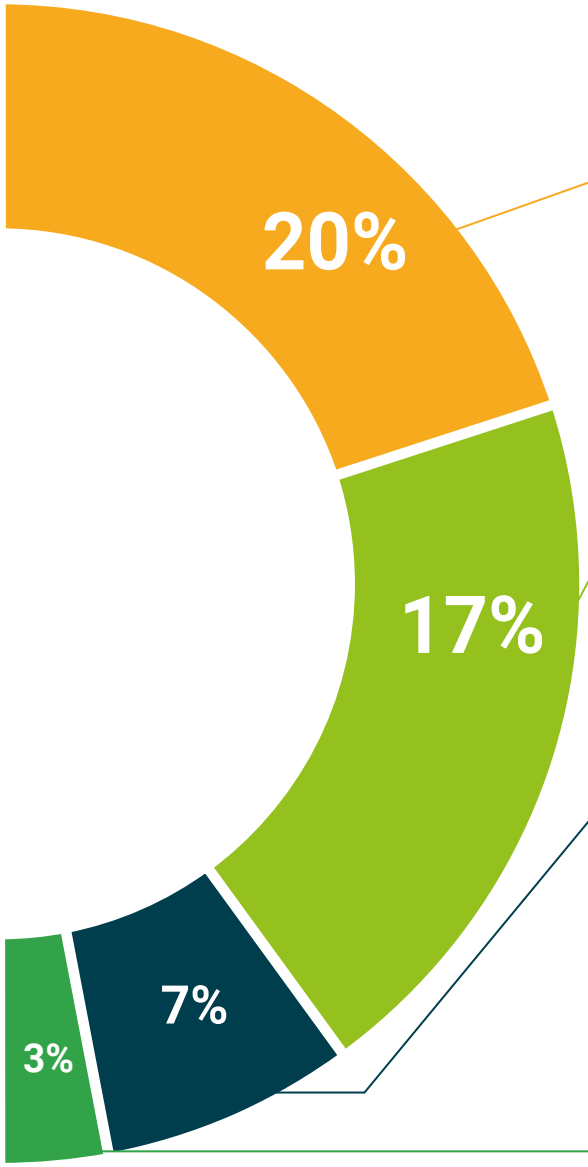
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Through a different and stimulating learning experience, you will be able to acquire the necessary skills to take a big step in your training. An opportunity to progress, with support and monitoring of a modern and specialized university, which will propel you to another professional level.

Include in your education a Postgraduate Diploma in Educational Alternatives and Learning Development: A huge step forward in your competitiveness in the sector"

This **Postgraduate Diploma in Educational Alternatives and Learning Development** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** 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 Educational Alternatives and Learning Development**

Official Number of Hours: **450 h.**

tech technological university

Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Educational Alternatives and Learning Development

This is a qualification awarded by this University, equivalent to 450 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

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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.

Postgraduate Diploma
Educational Alternatives and Learning Development

Course Modality: **Online**
Duration: **6 months.**
Certificate: **TECH Technological University**
Official Nº of Hours: **450 h.**

Postgraduate Diploma
Educational Alternatives and Learning Development

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