

Postgraduate Diploma

Visual System and Learning to Read and Write



Postgraduate Diploma

Visual System and Learning to Read and Write

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-visual-system-learning-read-write

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01

Introduction

Visual abilities are assumed in the academic environment, so sometimes there is not enough knowledge to detect problems associated with a visual impairment or disability, which requires qualified and prepared personnel.

In addition, when this type of problem is detected in class, it is necessary to know how to give the appropriate response through educational intervention, either with curricular adaptations, reinforcement classes or incorporating the use of adapted means to help the student follow the rhythm of the class, which requires a broad knowledge of the different options and intervention alternatives.





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This Postgraduate Diploma in Visual System and Learning to Read and Write will generate a sense of confidence when fulfilling your profession, which will help you grow both personally and professionally”

This program makes professionals in this field increase their capacity for success, which results in a better practice and performance that will have a direct impact on the educational treatment, on the improvement of the educational system and on the social benefit for the whole community.

In response to the demand for professionals prepared to detect and intervene in the field of problems associated with vision, this program focused on education has been developed.

Special emphasis is placed on classroom learning, but above all, on the development of reading and writing skills, in order to learn how to detect visual problems, their consequences and the most appropriate way to intervene in each case.

An essential feature of this program is the description of both the symptomatology and the problems associated with visual impairment in the classroom, which enables a comprehensive approach to any adversity related to the visual system in academic performance.

A unique opportunity to contemplate the wide range of education with respect to visual system problems, covering the various interventions addressed with sufficient clarity to be applied in professional practice.

This program offers a broad and comprehensive view of the complex world of the visual system and its implications in different areas of life, including academia, gathering the different theoretical and practical approaches, so that any interested professional will first know what the visual system is, how it develops, what deficiencies it may present, how to detect them, and what interventions to carry out, all with the objective of making it applicable to the workplace.

This is an improvement over programs that focus on physiological bases and physical and functional problems; or exclusively psycho-pedagogical programs, where the implications of visual impairment in the educational system are studied in depth.

This **Postgraduate Diploma in Visual System and Learning to Read and Write** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Visual System and Learning to Read and Write
- ♦ 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
- ♦ The latest Developments in Visual System and Learning to Read and Write
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in The Visual System and Learning to Read and Write
- ♦ All of this will be complemented by 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



Update your knowledge through this program in Visual System and Learning to Read and Write”

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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 Visual System and Learning to Read and Write, you will obtain a qualification endorsed by TECH Technological University”

Its teaching staff includes professionals belonging to the field of teaching and pedagogy, who bring to this program the experience of their work, in addition to recognized specialists belonging to prestigious reference societies and universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby the educators must try to solve the different professional practice situations that arise during the academic program. For this purpose, teachers will be assisted by an innovative interactive video system developed by renowned experts in the field of Visual System and Learning to Read and Write with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Make the most of this opportunity to learn about the latest advances in Visual System and Learning to Read and Write and improve your student's performance.



02

Objectives

This program in Visual System and Learning to Read and Write is oriented to facilitate professionals' work with students of all education stages.





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This program is designed to help you update your knowledge in Visual System and Learning to Read and Write, with the use of the latest educational technology, to contribute with quality and confidence to the decision-making and monitoring of your students”



General Objectives

- Update knowledge on the importance of the visual system in the classroom, with special emphasis on the appearance or presence of visual deficiencies or problems and future intervention, in order to increase the quality of professional praxis
- Introduce students to the wide world of visual problems in the classroom, and know the different contributions from the study of vision in academic achievement and the potential options for intervention
- Know the tools used to detect visual problems and the different alternative interventions used, as well as curricular adaptation or adaptation of classroom materials
- Enable the development of skills and abilities by encouraging continuous training and research



Acquire the theoretical knowledge and the practical tools necessary to be part of high-capacity projects in Visual System and Learning to Read and Write”





Specific Objectives

Module 1. Fundamentals of Learning and Academic Performance

- ♦ Understand the peculiarities of adult learning
- ♦ Recognize the role the senses play in learning
- ♦ Observe perception in learning
- ♦ Explore attention in learning
- ♦ Solve attention-related problems in learning: ADHD

Module 2. The Visual System and Reading

- ♦ Discover the evolutionary development of vision
- ♦ Introduce the development of vision in the educational environment
- ♦ Discern visual attention in learning
- ♦ Understand visual perception in learning
- ♦ Classify primary and association visual areas

Module 3. The Visual System and Writing

- ♦ Discover congenital visual impairment
- ♦ Learn about acquired visual impairment
- ♦ Establish the degree of vision
- ♦ Classify visual impairment by type
- ♦ Understand motor impairment associated with vision

Module 4. The Visual System and Learning

- ♦ Identify classroom difficulties associated with visual impairment
- ♦ Learn about the design and implementation visual impairment intervention
- ♦ Establish the detection and identification of visual impairment
- ♦ Understand adapting the pace of learning in the face of visual impairment
- ♦ Identify how to manage the timing of tasks in the face of visual impairment
- ♦ Design orientation techniques for the visually impaired

03

Course Management

This program includes in its teaching staff leading experts in Visual System and Learning to Read and Write who bring to this program their work experience. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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Learn the latest advances in processes in the field of Visual System and Learning to Read and Write from leading professionals”

Management



Mr. Vallejo Salinas, Ignacio

- ◆ Primitive Reflex Therapist and T.M.R
- ◆ Diploma in Optics and Optometry from the University of Granada
- ◆ Diploma in Optics from the Complutense University of Madrid
- ◆ Master's Degree in Clinical Optometry from the European University of Madrid
- ◆ Science Master's Degree in Clinical Optometry from Pennsylvania College of Optometry (U.S.A.)



Professors

Dr. De la Serna, Juan Moisés

- ♦ PhD in Psychology
- ♦ Master's Degree in Neurosciences and Behavioral Biology
- ♦ Director of the Open Chair of Psychology and Neurosciences and science communicator

Ms. Vallejo Sicilia, Lara

- ♦ Specialist Clinical Health Psychologist
- ♦ Degree in Psychology
- ♦ Professional experience as a Health Psychologist

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.





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This Postgraduate Diploma in Visual System and Learning to Read and Write contains the most complete and up-to-date program on the market”

Module 1. Fundamentals of Learning and Academic Performance

- 1.1. Defining Learning
 - 1.1.1. Understanding Learning
 - 1.1.2. Types of Learning
- 1.2. The Characteristics of Learning
 - 1.2.1. Learning Classification
 - 1.2.2. Theories on Learning
- 1.3. Learning Assessment
 - 1.3.1. Learning in Childhood
 - 1.3.2. Learning in Adolescence
- 1.4. Basic Processes in Learning
 - 1.4.1. The Sensation Process in Learning
 - 1.4.2. The Perception Process in Learning
- 1.5. Attention Processes in Learning
 - 1.5.1. The Process of Attention in Learning
 - 1.5.2. Attention Problems in Learning
- 1.6. Cognitive Processes and Metacognitive Learning
 - 1.6.1. The Cognitive Process in Learning
 - 1.6.2. The Process of Metacognition in Learning
- 1.7. Evolution of Psychological Processes in Learning
 - 1.7.1. Origin of Psychological Processes in Learning
 - 1.7.2. Evolution of Psychological Processes in Learning
- 1.8. The Role of the Family in Education
 - 1.8.1. The family as the First Socializing Agent in Learning
 - 1.8.2. Family Educational Models
- 1.9. The Educational Context
 - 1.9.1. Features of Non-formal Education
 - 1.9.2. Features of Formal Education
- 1.10. Learning Difficulties
 - 1.10.1. Difficulties due to Cognitive Impairments
 - 1.10.2. Difficulties in Academic Performance



Module 2. The Visual System and Reading

- 2.1. Reading Foundations
 - 2.1.1. The Reading Process
 - 2.1.2. Development Associated to Reading
- 2.2. Processes Involved in Reading
 - 2.2.1. Perceptive Processes
 - 2.2.2. Lexical Processes
 - 2.2.3. Syntactic Processes
 - 2.2.4. Semantic Processes
- 2.3. Prerequisites for Learning to Read
 - 2.3.1. Perceptive/Motor Skills
 - 2.3.2. Language Skills
 - 2.3.3. Cognitive Skills
 - 2.3.4. Motivational Skills
- 2.4. The Visual System in Reading I. Accommodation
 - 2.4.1. Ciliary Muscles
 - 2.4.2. Visual Sharpness Accommodation
- 2.5. The Visual System in Reading II. Ocular Motricity
 - 2.5.1. Extraocular Muscles
 - 2.5.2. Eye Movements Versions
 - 2.5.3. Saccadic Movements
 - 2.5.4. Regression Movements
- 2.6. The Visual System in Reading III. Binocularity
 - 2.6.1. Extraocular Muscles
 - 2.6.2. Vergences
- 2.7. Neuropsychological Function in Reading I: Detection and Assessment
- 2.8. Neuropsychological Function in Reading II: Intervention

Module 3. The Visual System and Writing

- 3.1. Reading Foundations
 - 3.1.1. The Writing Process. Classification and Symptomatology
 - 3.1.2. Development Associated to Writing
- 3.2. Planning Process
 - 3.2.1. Evaluation
 - 3.2.2. Intervention
- 3.3. Syntactic Processes
 - 3.3.1. Evaluation
 - 3.3.2. Intervention
- 3.4. Lexical Processes
 - 3.4.1. Evaluation
 - 3.4.2. Intervention
- 3.5. Motor Processes
 - 3.5.1. Evaluation
 - 3.5.2. Intervention
- 3.6. Visual Skills Required for Writing I: Vision
 - 3.6.1. Oculomotricity, Accommodation, Binocularity
 - 3.6.2. Hand-Eye Coordination
- 3.7. Visual Skills Required for Writing II: Perception
 - 3.7.1. Laterality Visuospatial Organization
 - 3.7.2. Discrimination, Visual and Auditory Memory
- 3.8. Primitive Reflexes and Writing
 - 3.8.1. Palmar Reflex
 - 3.8.2. Asymmetric Tonic Reflex
- 3.9. Writing Disorders
 - 3.9.1. Copying and Dictation
 - 3.9.2. Writing: Written Composition
 - 3.9.3. Spelling Mistakes
 - 3.9.4. Bad Handwriting
- 3.10. Visual Hygiene Rules in Writing
 - 3.10.1. Posture
 - 3.10.2. Environment

Module 4. The Visual System and Learning

- 4.1. Visual Development and Learning
 - 4.1.1. Evolutionary Development of Vision
 - 4.1.2. Visual Problem Indicators in Learning
- 4.2. Vision and Academic Failure
 - 4.2.1. Symptomatology of Visual Problems at School
 - 4.2.2. Detection of Visual Problems at School
- 4.3. Attention Processes and Perceptual Learning
 - 4.3.1. Attention Models
 - 4.3.2. Types of Care
- 4.4. Perceptual Processes in Learning I
 - 4.4.1. Visual Discrimination
 - 4.4.2. Constancy of Form
- 4.5. Perceptual Processes in Learning II
 - 4.5.1. Visual Closure
 - 4.5.2. Background Figure
- 4.6. Perceptual Processes in Learning III
 - 4.6.1. Laterality
 - 4.6.2. Visuospatial Organization
- 4.7. Perceptual Processes in Learning IV: Memory
 - 4.7.1. Visual Memory
 - 4.7.2. Auditory Memory
 - 4.7.3. Multisensorial Memory
- 4.8. Attention and Visual Perception Problems
 - 4.8.1. Attention Deficit Disorder with or without Hyperactivity
 - 4.8.2. Reading Problems: Delayed Reading Acquisition
 - 4.8.3. Writing Problems



- 4.9. Problems Associated with Visual Information Processing
 - 4.9.1. Discrimination Difficulties
 - 4.9.2. Closure and Inversion Difficulties
- 4.10. Problems Associated with Visual Memory
 - 4.10.1. Short-Term Memory Difficulties vs. Long-Term Visual
 - 4.10.2. Difficulties with Other Memory Like Semantic Memory
- 4.11. Other Vision-Related Learning Problems
 - 4.11.1. Mental Disability and Intellectual Disability
 - 4.11.2. Other Development Disorders
- 4.12. Educational Intervention in Visual Impairment
 - 4.12.1. Curricular Adaptations to Visual Impairment
 - 4.12.2. Media Adaptations to Visual Impairment

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

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.





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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.

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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

The Postgraduate Diploma in Visual System and Learning to Read and Write guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

This **Postgraduate Diploma in Visual System and Learning to Read and Write** 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 Visual System and Learning to Read and Write**

Official N° of Hours: **600 h.**



*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.

future
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education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development language
virtual classroom

tech technological
university

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