Professional Master's Degree
Educational Psychopedagogy

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Professional Master's Degree
Educational Psychopedagogy

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

Website: **www.techtitute.com/us/education/professional-master-degree/master-educational-psychopedagogy**

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01

Introduction to the Program

The educational field faces constant challenges arising from the evolution of teaching models, advancements in neuroscience, and the incorporation of technologies in the classroom. According to UNESCO, more than 40% of students worldwide do not have access to quality education tailored to their specific needs, highlighting the importance of psychopedagogical intervention. In light of this, education professionals need advanced tools to enhance students' cognitive and emotional development. In this context, TECH presents an innovative university program that brings together the most effective psychopedagogical methodologies, based on the latest scientific studies and the application of digital learning environments.

Acquire the skills to transform learning challenges into growth opportunities for students with this 100% online Professional Master's Degree from TECH”

Psychopedagogy has become a fundamental component in the educational field, providing key strategies for addressing diversity, developing cognitive skills, and improving academic performance. Currently, the advancement of neuroeducation and the incorporation of digital tools have transformed the teaching and learning processes, requiring educators and education professionals to continually update their competencies. According to UNESCO, 42% of students worldwide face barriers to accessing inclusive and quality education, emphasizing the need for highly trained professionals in psychopedagogical intervention.

In response to this context, TECH has developed a high-quality university program for professionals looking to specialize and advance in their careers. This program is the Professional Master's Degree in Educational Psychopedagogy, an innovative academic experience that integrates the latest advances in emotional education, applied neuroscience, and active learning methodologies. Throughout the syllabus, key areas are explored, such as the early detection of learning difficulties, the application of technology in personalized teaching, and the implementation of strategies for educational inclusion.

Additionally, this university program incorporates specialized research on managing emotional well-being in school environments, addressing tools for preventing bullying and promoting a positive classroom atmosphere. With this multidisciplinary approach, graduates will be prepared to design and implement effective educational intervention projects, driving meaningful change in their institutions and communities.

This academic opportunity features a 100% online methodology, allowing professionals to balance their learning with their work and personal responsibilities. All content is accessible 24/7 from any device with internet access and is designed under the Relearning method, which optimizes knowledge acquisition through the strategic repetition of key concepts.

This **Professional Master's Degree in Educational Psychopedagogy** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of practical case studies presented by experts in Educational Psychopedagogy
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies in Educational Psychopedagogy
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

You will develop innovative psychopedagogical strategies to enhance learning with the latest advances in psychopedagogy and applied technology"

You will be able to effectively address learning difficulties and special educational needs by applying the best psychopedagogical intervention strategies"

With this comprehensive syllabus, you will learn to implement psychopedagogical methodologies that not only optimize learning but also transform it.

Using TECH's teaching methodology, you will turn psychopedagogical knowledge into effective solutions, driving inclusive and efficient educational environments.

The program includes faculty members from the field of Educational Psychopedagogy, who bring their professional experience to the 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 an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.

Study at the world's largest online university and guarantee your professional success. The future starts at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

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

A unique learning method

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

The official online university of the NBA

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

Leaders in employability

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

Google Premier Partner

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

The top-rated university by its students

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

03

Syllabus

Professionals will develop key skills in assessment, diagnosis, and psychopedagogical guidance, enabling them to intervene effectively in the learning process. The content of this university program ensures a comprehensive and up-to-date approach. Throughout the academic journey, innovative strategies in diversity support, early intervention, and inclusive education will be addressed, promoting more equitable educational environments. Additionally, the syllabus delves into the role of the family and community in schools, the use of educational technology, and the application of active methodologies to optimize teaching.

You will acquire competencies that will allow you to integrate neuroeducation and psychopedagogy into teaching to enhance academic performance"

Module 1. Psychological Theories and Stages of Development

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

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

1.3. Developmental Aspects of Development 0-3 Years
- 1.3.1. Development from 0-3 Years of Age
  - 1.3.1.1. Introduction
  - 1.3.1.2. Motor Development
  - 1.3.1.3. Cognitive Development
  - 1.3.1.4. Language Development
  - 1.3.1.5. Social Development

1.4. Developmental Aspects of Development 3-6 Years
- 1.4.1. Development from 3-6 Years
  - 1.4.1.1. Introduction
  - 1.4.1.2. Motor Development
  - 1.4.1.3. Cognitive Development
  - 1.4.1.4. Language Development
  - 1.4.1.5. Social Development

1.5. Warning Signs in Child Development
- 1.5.1. Warning Signs at Different Stages of Development

1.6. Cognitive and Socio-affective Development from 7 to 11 Years
- 1.6.1. Development from 7-11 Years of Age
  - 1.6.1.1. Introduction
  - 1.6.1.2. Motor Development
  - 1.6.1.3. Cognitive Development
  - 1.6.1.4. Language Development
  - 1.6.1.5. Social Development

1.7. Cognitive Development during Adolescence and Early Youth
- 1.7.1. Development in Adolescence and Early Youth
  - 1.7.1.1. Introduction
  - 1.7.1.2. Motor Development
  - 1.7.1.3. Cognitive Development
  - 1.7.1.4. Language Development
  - 1.7.1.5. Social Development

Module 2. Assessment, Diagnosis, and Psychopedagogical Guidance

2.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
- 2.1.1. Concept of Educational Diagnosis
- 2.1.2. Functions of Educational Diagnosis
- 2.1.3. Qualities of the Diagnostician

2.2. Dimensions, Scopes, and Areas of Psychopedagogical Action
- 2.2.1. Dimensions of Psycho-pedagogical Action
- 2.2.2. Spheres and Areas of Intervention

2.3. Concept, Purpose, and Context of Psychopedagogical Assessment
- 2.3.1. Concept of Psychopedagogical Assessment
- 2.3.2. Purpose of the Psychopedagogical Assessment
- 2.3.3. Context of the Assessment

2.4. Psychopedagogical Assessment Procedure. Assessment in the School and Family Context
- 2.4.1. Psychopedagogical Assessment Procedure
- 2.4.2. Assessment in the School Context
- 2.4.3. Assessment in the Family Context

2.5. The Psychopedagogical Diagnostic Process and its Stages
- 2.5.1. Diagnostic Process
- 2.5.2. Stages of Diagnosis

2.6. The Psychopedagogical Assessment as a Process
- 2.6.1. Concept
- 2.6.2. Background
- 2.6.3. Ethics
- 2.6.4. Assessment

2.7. Spheres of Action and Areas of Intervention and Psychopedagogical Assessment in the School and Family Context
- 2.7.1. Scope and Areas of Psychopedagogical Action
- 2.7.2. Psychopedagogical Assessment Process in the School Context
- 2.7.3. Psychopedagogical Assessment Process in the Family Context

2.8. Techniques and Instruments of Qualitative and Quantitative Assessment
- 2.8.1. Qualitative Assessment Techniques and Instruments
- 2.8.2. Quantitative Assessment Techniques and Instruments

2.9. Psychopedagogical Assessment: in the Classroom Context, in the Center, and in the Family
- 2.9.1. Assessment in the Classroom Context
- 2.9.2. Assessment in the Center Context
- 2.9.3. Assessment in the Family Context

2.10. Return of information and follow-up
- 2.10.1. Return
- 2.10.2. Monitoring

2.11. The Psychopedagogical Orientation: Clinical Model, Consultation Model, and Program Model
- 2.11.1. Clinical Model
- 2.11.2. Program Model
- 2.11.3. Consultation Model

2.12. School Guidance and the Tutorial Function. The Tutorial Action Plan
- 2.12.1. School Guidance
- 2.12.2. Tutorial Role
- 2.12.3. The Tutorial Action Plan

2.13. Guidance and Vocational/Professional/Career Maturity. Approaches and Interests
- 2.13.1. Vocational Orientation and Maturity
- 2.13.2. Career or Socio-Occupational Orientation and Maturity
- 2.13.3. Approaches and Interests

2.14. Concept, Purpose, and Socio-Health Contexts, and Contexts of Vulnerability or Social Exclusion
- 2.14.1. Concept, Purpose, and Socio-Health Contexts
- 2.14.2. Concept, Purpose, and Contexts of Vulnerability and Social Exclusion
- 2.14.3. Counseling Guidelines

Module 3. Educational Measurement, Research and Innovation

3.1. Relationship between Innovation and Research. The Need for Research and Innovation in Education
- 3.1.1. Research Concept
- 3.1.2. Innovation Concept
- 3.1.3. Relationship between Innovation and Research
- 3.1.4. The Need for Research and Innovation in Education

3.2. Modalities and Stages of the Educational Research and Innovation Process
- 3.2.1. Quantitative Approach
- 3.2.2. Qualitative Approach
- 3.2.3. Stages of the Research and Innovation Process

3.3. Planning and Development of the Research or Field Work Dissemination of Results
- 3.3.1. Planning of the Research or Field Work
- 3.3.2. Development of the Research or Field Work
- 3.3.3. Dissemination of Results

3.4. Selection of the Topic of Study and Elaboration of the Theoretical Framework Project and Final Report
  3.4.1. Selection of the Topic of Study
  3.4.2. Elaboration of the Theoretical Framework
  3.4.3. Project and Final Report
3.5. Experimental Designs, Intergroup Designs, and Intragroup Designs
  3.5.1. Experimental Designs
  3.5.2. Intergroup Designs
  3.5.3. Intragroup Designs
3.6. Quasi-Experimental, Descriptive, and Correlational Designs
  3.6.1. Quasi-Experimental Designs
  3.6.2. Descriptive Designs
  3.6.3. Correlational Designs
3.7. Conceptualization and Modalities of Qualitative Research
  3.7.1. Conceptualization of Qualitative Research
  3.7.2. Ethnographic Research
  3.7.3. The Case Study
  3.7.4. Biographical-narrative Research
  3.7.5. Grounded Theory
  3.7.6. Action Research
3.8. Educational Innovation for School Improvement. Innovation and ICT
  3.8.1. Educational Innovation for School Improvement
  3.8.2. Innovation and ICT
3.9. The Collection of Information: Measurement and Assessment. Data Collection Techniques and Instruments
  3.9.1. Data Collection: Measurement and Assessment
  3.9.2. Data Collection Techniques and Instruments
3.10. Research Tools: The Tests
  3.10.1. Types
  3.10.2. Field of Study
  3.10.3. Processes
  3.10.4. Evolution
3.11. Reliability and Validity: Technical Requirements for Assessment Tools in Education
  3.11.1. Reliability
  3.11.2. Validity
3.12. Statistical Analysis. Research Variables and Hypotheses
  3.12.1. Statistical Analysis
  3.12.2. Variables
  3.12.3. Hypotheses
  3.12.4. Descriptive Statistics
  3.12.5. Inferential Statistics
3.13. Qualitative Data Analysis. Criteria of Scientific Rigor
  3.13.1. General Process of Qualitative Analysis
  3.13.2. Criteria of Scientific Rigor
3.14. Categorization and Coding of Data
  3.14.1. Data Coding
  3.14.2. Data Categorization

Module 4. Psychoeducational Support for Special Educational Needs in the School Context

4.1. Psychoeducational Support and Psychopedagogical Intervention in the Inclusive School. Integration, Diversity, and Educational Inclusion
  4.1.1. Psychoeducational and Psychopedagogical Support
  4.1.2. Integration, Diversity, and Inclusion
  4.1.3. Specific Educational Needs
4.2. The Tutorial Action Plan and the Academic and Vocational Guidance Plan
  4.2.1. Tutorial Action Plan
  4.2.2. Academic and Vocational Guidance Plan
4.3. Professional Structure: Educational and Psychopedagogical Guidance Teams and Guidance Department
  4.3.1. Educational and Psychopedagogical Guidance Teams (EPGT)
  4.3.2. Guidance Departments
4.4. Measures for Addressing Diversity: Organization of Center Resources and the Diversity Support Plan
  4.4.1. Organization of Resources
  4.4.2. Plan of Attention to Diversity

4.5. The Concept of Learning and Study Competence: Emotional Intelligence and Social Competence in the School Context
  4.5.1. Learning and Study Competence
  4.5.2. Emotional and Social Intelligence
4.6. Definition of Learning Difficulties. Historical Development
  4.6.1. Concept of LD
  4.6.2. Historical Development
4.7. Learning Difficulties in Reading and Writing. Dyslexia and Dysorthographia
  4.7.1. LD Concept of Reading
  4.7.2. Dyslexia
  4.7.3. Dysorthographia
4.8. Definition of Learning Difficulties in Mathematics. Assessment, Diagnosis, and Intervention
  4.8.1. Concept of LD in Mathematics Learning
  4.8.2. Assessment
  4.8.3. Diagnosis
  4.8.4. Intervention
4.9. Attention Deficit Hyperactivity Disorder (ADHD) Profile
  4.9.1. Assessment
  4.9.2. Diagnosis
  4.9.3. Effects
  4.9.4. Intervention
4.10. ADHD Needs Assessment and Educational Intervention
  4.10.1. Needs Assessment in ADHD
  4.10.2. Educational Intervention in ADHD
4.11. The Profile of High Intellectual Ability
  4.11.1. Concept
  4.11.2. Assessment
  4.11.3. Autonomy
  4.11.4. Benefits
4.12. Needs Assessment in High Intellectual Abilities and Educational Intervention
  4.12.1. Assessment
  4.12.2. Intervention
4.13. Concept of Late Incorporation to the Educational System and the Need for Compensatory Education. Educational Compensation Measures
  4.13.1. Concept of Late Incorporation into the Educational System
  4.13.2. Concept of Compensatory Need
  4.13.3. Educational Compensation Measures
4.14. Profile of Autism Spectrum Disorder (ASD) within severe Behavioral Disorders. Assessment and Intervention
  4.14.1. ASD Profile
  4.14.2. ASD Assessment
  4.14.3. Intervention
4.15. Intellectual, Sensory, and Motor Disabilities
  4.15.1. Intellectual Disability
  4.15.2. Sensory Disability
  4.15.3. Motor Disability

Module 5. The Role of the Family and the Community in Inclusive Education

5.1. The Diversity of Current Family Models
  5.1.1. Definition of Family Concept
  5.1.2. Evolution of Family Concept
    5.1.2.1. The Family in the 21st Century
  5.1.3. Family Models
    5.1.3.1. Types of Family Models
    5.1.3.2. Educational Styles in Family Models
  5.1.4. Educational Attention to the Different Family Models
5.2. Family Involvement in the School
  5.2.1. The Family and the School as Developmental Environments
  5.2.2. The Importance of Cooperation between Educational Agents
    5.2.2.1. The Management Team
    5.2.2.2. The Teaching Team
    5.2.2.3. The Family
  5.2.3. Types of Family Participation
    5.2.3.1. Direct Participation
    5.2.3.2. Indirect Participation
    5.2.3.3. Non-Participation

5.2.4. Parent Schools
5.2.5. The Parent-Teacher Association (PTA)
5.2.6. Difficulties in Participation
5.2.6.1. Intrinsic Participation Difficulties
5.2.6.2. Extrinsic Participation Difficulties
5.2.7. How to improve Family Participation?
5.3. The Family and the School as Developmental Environments
5.3.1. The School-Family Relationship
5.3.2. The Family as a Context for Human Development
5.4. Society and Inclusive School
5.4.1. Fundamental Concepts
5.4.2. Objectives of Inclusive Education
5.5. Learning Communities
5.5.1. Conceptual Framework of Learning Communities
5.5.2. Characteristics of Learning Communities
5.5.3. Creation of a Learning Community
5.6. Creation of a Learning Community
5.6.1. Establishment of Objectives
5.6.2. Contextual Analysis
5.6.3. Selection of Priorities
5.6.4. Planning

Module 6. Curricular Materials and Educational Technology

6.1. Educational Guidance and New Competences of the Guidance Counselor in the Framework of Information Technologies
6.1.1. New Concept of Educational Guidance in the Framework of the Information Society
6.1.2. New Competencies of the Guidance Counselor
6.2. Curricular Materials, Methodological Principles for its Use and Assessment
6.2.1. Curricular Materials for the Improvement of the Teaching-Learning Process
6.2.2. Characteristics and Types of Curricular Materials
6.2.3. Use and Assessment of Different Types of Curricular Materials
6.2.4. Educational Technology
6.3. Student-centered Learning, from Planned Curriculum to Curriculum in Action
6.3.1. New Learner-centered Educational Paradigm
6.3.2. Planned Curriculum and Curriculum in Action
6.4. The Concept of Educational Innovation and New Educational Methodologies
6.4.1. Educational Innovation
6.4.2. Cooperative Learning
6.5. Problem-based Learning, Thinking Culture, Project-oriented Learning, Gamification, and Flipped Classroom
6.5.1. Problem-Based Learning
6.5.2. Thinking Culture
6.5.3. Project-oriented Learning
6.5.4. Gamification
6.5.5. *Flipped Classroom*
6.6. Challenges of Education in the Information Society: Training Citizens in Media Education
6.6.1. ICT
6.6.2. New Reality in the Information Society
6.6.3. Educational Challenges in the Information Society
6.6.4. Media Education
6.7. Integration of ICTs as an Object of Study, Institutional Integration, and Didactic Integration
6.7.1. ICT as an Object of Study
6.7.2. Institutional Integration of ICT
6.7.3. ICTs in the School Curriculum and Didactic Integration
6.8. Concept and Characteristics of 2.0 Schools. E-Learning and B-Learning. Vocational Training and Online University. MOOCs
6.8.1. School 2.0
6.8.2. E-Learning and B-Learning
6.8.3. Online Training
6.8.4. MOOCs
6.9. Possibilities of the Internet for the Communication and Professional Development of Educators
6.9.1. Communication and Professional Development of Educators on the Internet

6.10. Definition of Personal Learning Environments (PLE), Characteristics and Elements
- 6.10.1. Lifelong Learning
- 6.10.2. Personal Learning Environments, Definition and Characteristics
- 6.10.3. Fundamental Elements and Construction of a PLE
- 6.10.4. The Personal Learning Environments (PLE) in the Work of the Counselor
- 6.10.5. Use of PLE in the Guidance Function

6.11. The PLE in the Work of the Counselor
- 6.11.1. The Personal Learning Environments (PLE) in the Work of the Counselor
  - 6.11.1.1. Concept of ECDIC
  - 6.11.1.2. Web 2.0 and Professional Collaboration
  - 6.11.1.3. Six ideas on the Contribution of Networks to Guidance
  - 6.11.1.4. Limitations of Network Collaboration
- 6.11.2. Use of PLE in the Guidance Function
  - 6.11.2.1. Uses of ICT in Guidance
  - 6.11.2.2. Ten Basic Activities We Can Do with ICT for the Development of Guidance

6.12. Characteristics of Audiovisual Media in Education. Sound Resources, Podcast, and the Radio in the School. Image Resources
- 6.12.1. Functions of Audiovisual Media in Education
- 6.12.2. Podcast and Radio in School
- 6.12.3. Selection and use of Audiovisual Materials

6.13. ICT in Vocational and Professional Orientation Processes. Orienta Program and Web Platforms
- 6.13.1. ICT in Vocational and Professional Orientation Processes
- 6.13.2. Orienta Program for Students
- 6.13.3. Web Platforms for Vocational and Career Guidance (*MyWayPass*)

6.14. The Concept of Web 2.0. Web Pages, WebQuest, Blogs, and Wikis. Multimedia Materials for Tutoring
- 6.14.1. Web 2.0
- 6.14.2. *WebQuest*
- 6.14.3. Blogs
- 6.14.4. *Wikis*
- 6.14.5. Multimedia Materials for Tutoring

6.15. Materials for the Attention to Diversity and Materials for Diagnosis and Assessment ICT in the Attention to Diversity
- 6.15.1. Materials for the Attention to Diversity
- 6.15.2. Materials for Diagnosis and Assessment
- 6.15.3. ICT for the Attention to Diversity

Module 7. Early Intervention

7.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
- 7.1.1. Concept of Early Intervention
- 7.1.2. Historical Evolution of Early Intervention
- 7.1.3. Relationship between Development and Early Learning

7.2. Phases of the Research Process in Early Intervention. Areas and Agents
- 7.2.1. Phases of the Research Process in Early Intervention
- 7.2.2. Spheres of Early Intervention
- 7.2.3. Early Intervention Agents
- 7.2.4. Child Development and Early Intervention Centers

7.3. Plasticity and Brain Function
- 7.3.1. Concept of Brain Plasticity
- 7.3.2. Brain Function

7.4. Major Biological and Social Risk Factors. Compensation Tools
- 7.4.1. Main Biological Risk Factors
- 7.4.2. Main Social Risk Factors
- 7.4.3. Compensation Tools

7.5. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 Years. Intervention
- 7.5.1. Theoretical Approaches to Cognitive Development
- 7.5.2. Cognitive Development from 0 to 6 Years
- 7.5.3. The Preoperational Period
- 7.5.4. Development in the Preoperational Period

7.6. Early Language Development, Warning Signs, and Early Language Intervention. Intervention
- 7.6.1. Early Language Development
- 7.6.2. Warning Signs during Early Language Development
- 7.6.3. Early Language Intervention

7.7. Social-Emotional Development and Early Intervention in Social-Emotional Development
- 7.7.1. Social-Emotional Development
- 7.7.2. Social Contexts and Interactions in Childhood
- 7.7.3. Early Intervention in Social-Emotional Development

7.8. Situations of Social Risk. Typology of Maltreatment During Childhood. Intervention
- 7.8.1. Social Risk in Childhood
- 7.8.2. Types of Maltreatment During Childhood

7.9. Methodological and Adaptation Strategies in Risk Situations
- 7.9.1. Early Intervention Strategies
- 7.9.2. Adaptation and Coping Strategies in Social Risk Situations

7.10. Intervention Models and Typology of Programs in Early Intervention. Assessment
- 7.10.1. Early Intervention Models
- 7.10.2. Typology of Programs in Early Intervention
- 7.10.3. Assessment of Programs in Early Intervention

Module 8. Health Education and Hospital Psychopedagogy

8.1. Definition of Health, International Organizations, and Local Entities
- 8.1.1. Definition of Health
- 8.1.2. International Organizations
- 8.1.3. Local Entities

8.2. Constructivism and Pedagogical Model in the Health Field
- 8.2.1. Constructivism
- 8.2.2. Role of the Professional as a Mediator in Health Education
- 8.2.3. Role of the Mediator in Health Education

8.3. Multiculturalism and Interculturalism
- 8.3.1. Multiculturalism
- 8.3.2. Interculturality

8.4. Affective Intelligence and Spiritual Intelligence
- 8.4.1. Affective Intelligence
- 8.4.2. Spiritual Intelligence

8.5. Health Education, Health Promotion, and Prevention of Disease
- 8.5.1. Health Education
- 8.5.2. Health Promotion
- 8.5.3. Disease Prevention

8.6. Public Health and Lifestyles. Ecology of Human Development
- 8.6.1. Public Health and Lifestyles
- 8.6.2. Ecology of Human Development

8.7. Conceptualization and Phases of Health Education Projects
- 8.7.1. Conceptualization of Health Education Projects
- 8.7.2. Phases of Health Education Projects

8.8. Diagnosis, Planning, Implementation, and Assessment of Health Education Projects
- 8.8.1. Diagnosis
- 8.8.2. Planning
- 8.8.3. Implementation
- 8.8.4. Assessment

8.9. Hospital Pedagogy, Hospital Classrooms, and Home Care
- 8.9.1. Hospital Pedagogy
- 8.9.2. Hospital Classrooms
- 8.9.3. Home Care

8.10. Building a Collaborative Context and Network Intervention in Psychopedagogical Work in Health Risk Situations
- 8.10.1. Building a Collaborative Context
- 8.10.2. Network Intervention

8.11. Resilience
- 8.11.1. Individual Resilience
- 8.11.2. Family Resilience
- 8.11.3. Social Resilience

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

9.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
- 9.1.1. The Family as a Context for Human Development
- 9.1.2. Family Functions
- 9.1.3. Family Dynamics and Rules
- 9.1.4. Roles within the Family Context

9.2. Social Changes and New Forms of Family Coexistence
- 9.2.1. The Influence of Social Changes on the Family
- 9.2.2. New Family Forms

9.3. Family Educational Styles
- 9.3.1. Democratic Style
- 9.3.2. Authoritarian Style
- 9.3.3. Negligent Style
- 9.3.4. Indulgent Style

9.4. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
- 9.4.1. What is Psychosocial Risk?
- 9.4.2. Psychosocial Risk Assessment Criteria
- 9.4.3. Families in Psychosocial Risk Situation

9.5. Risk Factors vs. Protective Factors
- 9.5.1. Risk Factors
- 9.5.2. Protective Factors

9.6. Conceptualization of Psychoeducational Intervention and Models of Psychoeducational Intervention in the Family Environment
- 9.6.1. Concept of Psychopedagogical Intervention in the Family Environment
- 9.6.2. Models of Psychopedagogical Intervention

9.7. Recipients, Areas, and Contexts of Psychopedagogical Intervention
- 9.7.1. Recipients of the Psychopedagogical Intervention
- 9.7.2. Areas of the Psychopedagogical Intervention
- 9.7.3. Contexts of the Psychopedagogical Intervention

9.8. Concept, Foundations, and Models of Socio-educational Intervention with Families
- 9.8.1. Socio-Educational Intervention with Families
- 9.8.2. Principles of Psychoeducational Intervention with Families
- 9.8.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
- 9.8.4. Models of Socio-Educational Intervention with Families

9.9. Educational Teams of Socio-educational Intervention with Families, Professional Skills, and Instruments and Techniques
- 9.9.1. Educational Teams of Family Intervention
- 9.9.2. Professional Skills
- 9.9.3. Tools and Techniques

9.10. Conceptualization and Typology of Child Maltreatment in the Family
- 9.10.1. The Concept of Child Abuse
- 9.10.2. Types of Child Abuse

9.11. Actions in the Face of Child Maltreatment in the Family
- 9.11.1. Detection, Assessment, and Care
- 9.11.2. Protocols

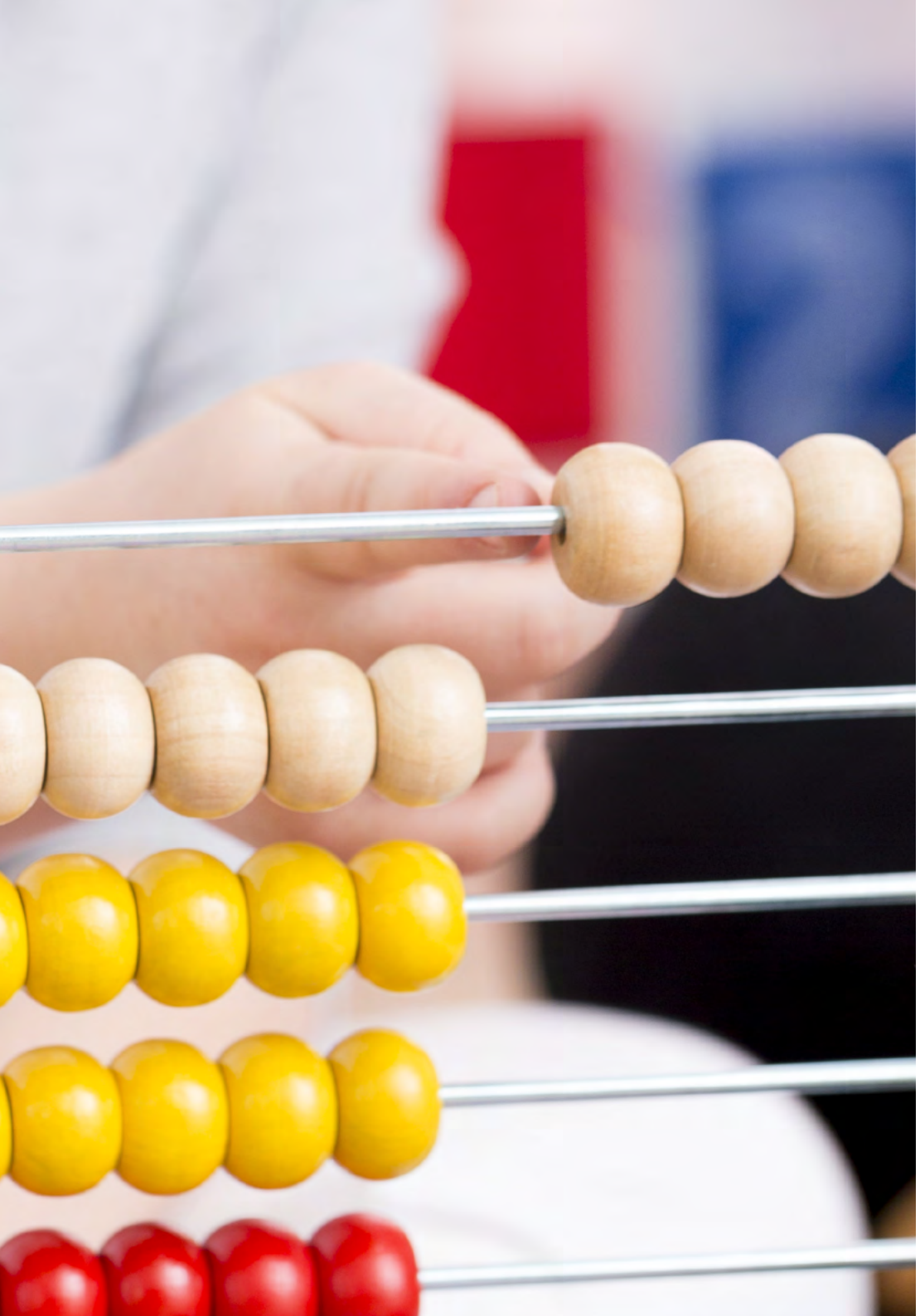
9.12. Family and School as Collaborative Environments. Forms of Family Involvement at School
- 9.12.1. Family and School as Collaborative Environments
- 9.12.2. Forms of Family Participation in the School
- 9.12.3. Parenting School and Parental Education

Module 10. Adaptation to Multiple Intelligence Situations

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

10.2. The Brain
- 10.2.1. Brain Structures
  - 10.2.1.1. Cerebral Cortex
  - 10.2.1.2. Cerebellum
  - 10.2.1.3. Basal Ganglia
  - 10.2.1.4. Limbic System
  - 10.2.1.5. Brainstem
  - 10.2.1.6. Thalamus
  - 10.2.1.7. Spinal Cord
  - 10.2.1.8. Main Functions of the Brain
- 10.2.2. Triune Model
  - 10.2.2.1. The Reptilian Brain
  - 10.2.2.2. The Emotional Brain
  - 10.2.2.3. The Neocortex

10.2.3. Bilateral Model
10.2.3.1. The Right Hemisphere
10.2.3.2. The Left Hemisphere
10.2.3.3. Functioning of the Cerebral Hemispheres
10.2.4. Cognitive Brain and Emotional Brain
10.2.4.1. The Rational Brain
10.2.4.2. The Emotional Brain
10.2.5. Neurons
10.2.5.1. What Are They?
10.2.5.2. Neuronal Pruning
10.2.6. What Are Neurotransmitters?
10.2.6.1. Dopamine
10.2.6.2. Serotonin
10.2.6.3. Endorphin
10.2.6.4. Glutamate
10.2.6.5. Acetylcholine
10.2.6.6. Norepinephrine
10.3. Neuroscience and Learning
10.3.1. What Is Learning?
10.3.1.1. Learning as Memorization
10.3.1.2. Learning as Accumulation of Information
10.3.1.3. Learning as Interpretation of Reality
10.3.1.4. Learning as Action
10.3.2. Mirror Neurons
10.3.2.1. Learning by Example
10.3.3. Levels of Learning
10.3.3.1. Bloom's Taxonomy
10.3.3.2. SOLO Taxonomy
10.3.3.3. Levels of Knowledge



10.3.4. Learning Styles
10.3.4.1. Convergent
10.3.4.2. Divergent
10.3.4.3. Accommodating
10.3.4.4. Assimilator
10.3.5. Types of Learning
10.3.5.1. Implicit Learning
10.3.5.2. Explicit Learning
10.3.5.3. Associative Learning
10.3.5.4. Significant Learning
10.3.5.5. Cooperative Learning
10.3.5.6. Cooperative Learning
10.3.5.7. Emotional Learning
10.3.5.8. Rote Learning
10.3.5.9. Discovery Learning
10.3.6. Competencies for Learning
10.4. Multiple Intelligences
10.4.1. Definition
10.4.1.1. According to Howard Gardner
10.4.1.2. According to other Authors
10.4.2. Classification
10.4.2.1. Linguistic Intelligence
10.4.2.2. Logical-Mathematical Intelligence
10.4.2.3. Spatial Intelligence
10.4.2.4. Musical Intelligence
10.4.2.5. Body and Kinesthetic Intelligence
10.4.2.6. Intrapersonal Intelligence
10.4.2.7. Interpersonal Intelligence
10.4.2.8. Naturopathic Intelligence
10.4.3. Multiple Intelligences and Neurodidactics
10.4.4. How to Work Multiple Intelligences in the Classroom?
10.4.5. Advantages and Disadvantages of Applying the IIMM in Education

10.5. Neuroscience-Education
- 10.5.1. Neuroeducation
  - 10.5.1.1. Introduction
  - 10.5.1.2. What is Neuroeducation?
- 10.5.2. Brain Plasticity
  - 10.5.2.1. Synaptic Plasticity
  - 10.5.2.2. Neurogenesis
  - 10.5.2.3. Learning, Environment and Experience
  - 10.5.2.4. The Pygmalion Effect
- 10.5.3. Memory
  - 10.5.3.1. What Is Memory?
  - 10.5.3.2. Types of Memory
  - 10.5.3.3. Levels of Processing
  - 10.5.3.4. Memory and Emotion
  - 10.5.3.5. Memory and Motivation
- 10.5.4. Emotion
  - 10.5.4.1. Binomial Emotion and Cognition
  - 10.5.4.2. Primary Emotions
  - 10.5.4.3. Secondary Emotions
  - 10.5.4.4. Functions of Emotions
  - 10.5.4.5. Emotional States and Implication in the Learning Process
- 10.5.5. Attention
  - 10.5.5.1. Attentional Networks
  - 10.5.5.2. Relationship between Attention, Memory, and Emotion
  - 10.5.5.3. Executive Attention
- 10.5.6. Motivation
  - 10.5.6.1. The 7 Stages of School Motivation
- 10.5.7. Contributions of Neuroscience to Learning
- 10.5.8. What is Neurodidactics?
- 10.5.9. Contributions of Neurodidactics to Learning Strategies

10.6. Neuroeducation in the Classroom
- 10.6.1. The Role of the Neuroeducator
- 10.6.2. Neuroeducational and Neuropedagogical Importance
- 10.6.3. Mirror Neurons and Teacher Empathy
- 10.6.4. Empathic Attitude and Learning
- 10.6.5. Classroom Applications
- 10.6.6. Classroom Organization
- 10.6.7. Proposal for Classroom Improvement

10.7. Playing and New Technologies
- 10.7.1. Etymology of Play
- 10.7.2. Benefits of Playing
- 10.7.3. Learning by Playing
- 10.7.4. The Neurocognitive Process
- 10.7.5. Basic Principles of Educational Games
- 10.7.6. Neuroeducation and Board Games
- 10.7.7. Educational Technology and Neuroscience
  - 10.7.7.1. Integration of Technology in the Classroom
- 10.7.8. Development of Executive Functions

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

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

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

Module 11. Technological Innovation in Education

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

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

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

11.4. Introduction to the Inverted Class
- 11.4.1. On what is it Based?
- 11.4.2. Examples of Use
- 11.4.3. Video Recording
- 11.4.4. YouTube

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

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

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

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

11.9. How to Develop your own AR Applications?
- 11.9.1. Vuforia
- 11.9.2. Unity
- 11.9.3. Examples of Use

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

You will specialize in early intervention strategies to detect and address learning difficulties, contributing to the overall well-being of students"

04

Teaching Objectives

In order to provide education professionals with the necessary competencies to evaluate, diagnose, and intervene in learning and developmental difficulties. Graduates will be prepared to design inclusive teaching strategies, apply active methodologies, and manage diversity support programs. Additionally, they will develop skills in the use of educational technology and neuroeducation to optimize teaching processes. Through an innovative, evidence-based approach, these specialists will be able to lead educational projects, advise families, and promote equitable and effective learning environments.

Effectively intervene in learning difficulties by developing key competencies in psychopedagogical evaluation and diagnosis"

General Objectives

- Acquire new competencies and skills in the area of psychopedagogy
- Encourage interest in the constant updating of professionals
- Get to know the different intervention options
- Learn new ways of dealing with special educational needs
- Achieve an efficient framework for assessment, diagnosis and guidance
- Be able to research and be innovative in order to respond to new demands

Specific Objectives

Module 1. Psychological Theories and Stages of Development

- Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- Describe the characteristics and contributions of the different theoretical models in developmental psychology

Module 2. Assessment, Diagnosis, and Psychopedagogical Guidance

- Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- Describe the characteristics and contributions of the different theoretical models in developmental psychology
- Manage the main theories that explain human development. Students will know the most relevant theoretical positions that explain the changes from birth to adolescence
- Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 3. Educational Measurement, Research and Innovation

- Investigate and innovate in counseling techniques to respond to the new demands of society
- Recognize quantitative and qualitative research designs in research planning

Module 4. Psychoeducational Support for Special Educational Needs in the School Context

- Learn to develop teaching-learning processes in the educational, family, and social context
- Develop particular therapies that attend to the circumstances of each child
- Identify assessment and diagnostic techniques and instruments with which to prepare the most appropriate therapies
- Apply different models of intervention in psychopedagogical orientation, according to the needs of each student

Module 5. The Role of the Family and the Community in Inclusive Schooling

- Define the types of families that exist
- Apply techniques and strategies for intervention with a diversity of families
- Explain how to work with these families from the inclusive school
- Give guidelines to get families actively involved in the educational process of their children

Module 6. Curricular Materials and Educational Technology

- Learn about the new role of the 2.0 counselor
- Study the possibilities of the Internet as a support for the educational field

Module 7. Early Intervention

- Support and reinforce childhood care for people with biological, psychological, or social risks
- Master the basic concepts and tools that will allow early intervention, both to prevent and to face the biopsychosocial risks that affect childhood
- Gain knowledge of cognitive, linguistic, socio-affective, and socially at-risk children's development
- Identify the different intervention models and types of programs, as well as their development

Module 8. Health Education and Hospital Psychopedagogy

- Reflect on the concept of health and its socio-political implications
- Know the role of the educator as a mediator in health education
- Define the concept of health education and health promotion and prevention
- Diagnose, plan, implement, and evaluate health education

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

- Identify the different family models in order to create specific dynamics to promote the well-being of all family members
- Value psychopedagogical and socio-educational intervention as a necessary tool in situations of psychosocial risk for families

Module 10. Adaptation to Multiple Intelligence Situations

- Recognize the different types of intelligence
- Learn the evolutionary processes of intelligence development

Module 11. Technological Innovation in Education

- Learn about the latest technological advances applicable to education
- Learn how to implement new technology in the curricular development of students with SEN

Are you looking to implement strategies to detect and address learning difficulties in various educational contexts? Enroll at TECH and start achieving it today!"

05

Career Opportunities

Thanks to this Professional Master's Degree, educators will gain a solid understanding of the fundamentals of Educational Psychopedagogy. In this regard, professionals will master the most sophisticated strategies to support the cognitive, emotional, and social development of students. At the same time, experts will adapt their teaching methods to meet the individual needs of each student, ensuring maximum performance. In this way, specialists will identify learning difficulties early on and create personalized interventions that optimize well-being in the classroom.

You will be able to identify learning difficulties early and design personalized intervention plans"

Graduate Profile

Graduates of this program will be specialists with advanced skills in assessing, diagnosing, and designing individualized educational intervention strategies. They will also be well-versed in the latest evidence regarding emotional intelligence and active learning methodologies to enhance learning. Furthermore, they will have the ability to work with families and communities, promoting inclusive and healthy environments. Their training will enable them to develop innovative educational projects, manage diversity support programs, and lead initiatives that optimize teaching processes.

You will have a holistic understanding of the cognitive, emotional, and social processes that impact teaching processes.

- **Psychopedagogical Assessment and Diagnosis:** Ability to identify learning difficulties and design intervention plans tailored to each student
- **Neuroeducation and Cognitive Learning:** Advanced knowledge of how the brain works and its impact on educational processes
- **Intervention in Special Educational Needs:** Competence to address cases of functional diversity and promote the academic development of students.
- **Management of Diversity Support Programs:** Aptitude for designing and implementing educational projects that foster inclusion and equity

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

1. **Diversity Support Coordinator:** Responsible for the planning and management of educational programs aimed at the inclusion of students with special educational needs.
2. **Psychopedagogical Advisor in Educational Institutions:** Supports teachers in implementing active methodologies and personalized teaching strategies.
3. **Inclusive Education Consultant:** Responsible for designing strategies to integrate students with functional diversity into the classroom, ensuring educational equity.
4. **Educational Support Program Technician:** Responsible for planning and executing initiatives to improve academic performance and reduce school failure.
5. **Family Counselor:** A professional dedicated to providing support and strategies to families to facilitate students' learning and well-being.
6. **Curricular Adaptation Program Administrator:** Designs and implements educational plans tailored to students' individual needs, ensuring their overall development.

You will acquire an approach based on inclusivity and personalized learning, ensuring that all users have access to high-quality education"

06

Study Methodology

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

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

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

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

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

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

The most comprehensive study plans at the international level

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

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

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

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

Case Studies and Case Method

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

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

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

Relearning Methodology

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

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

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

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

A 100% online Virtual Campus with the best teaching resources

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

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

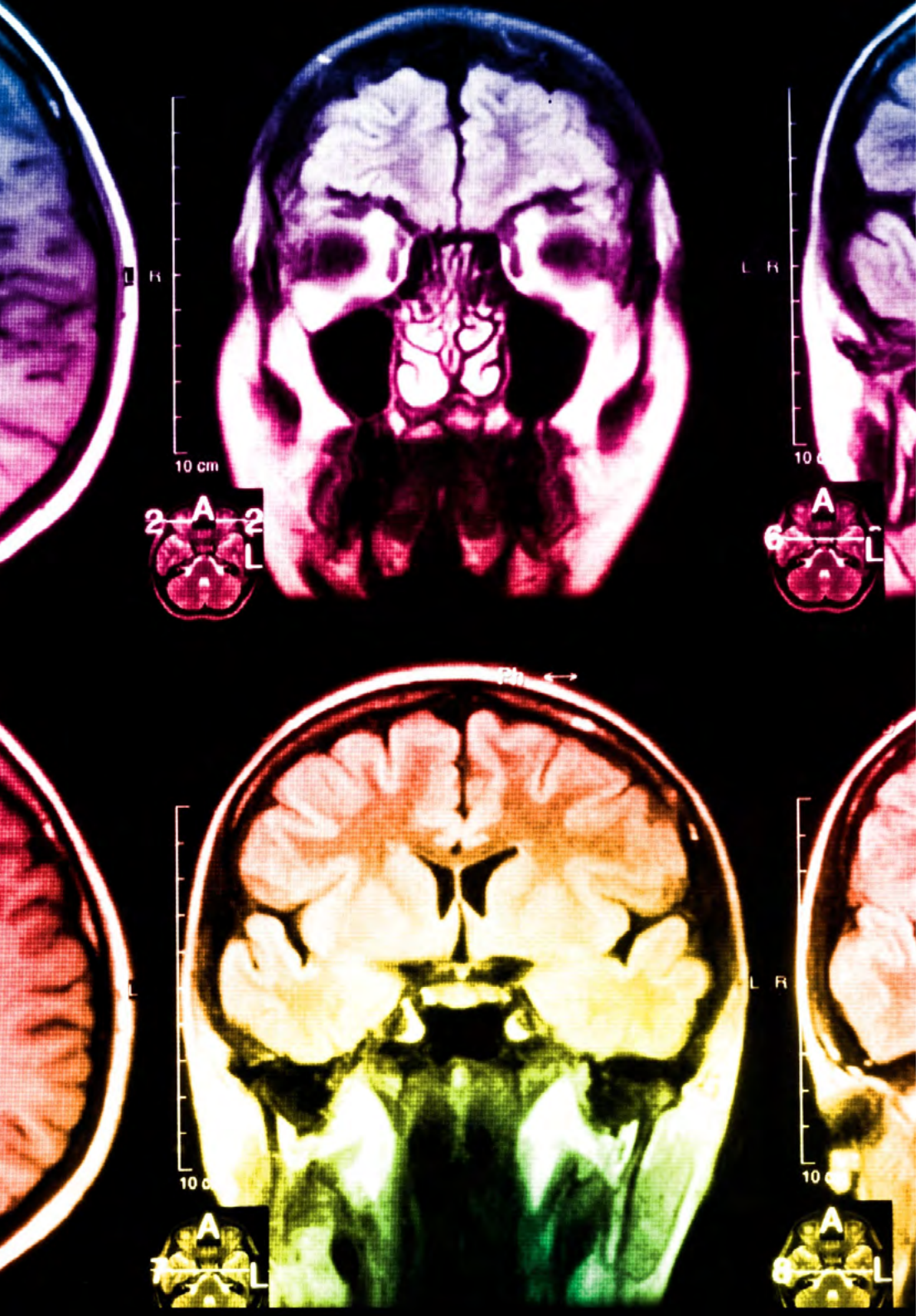
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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

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

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

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



The university methodology top-rated by its students

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

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

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

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

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

Study Material

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

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

Practicing Skills and Abilities

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

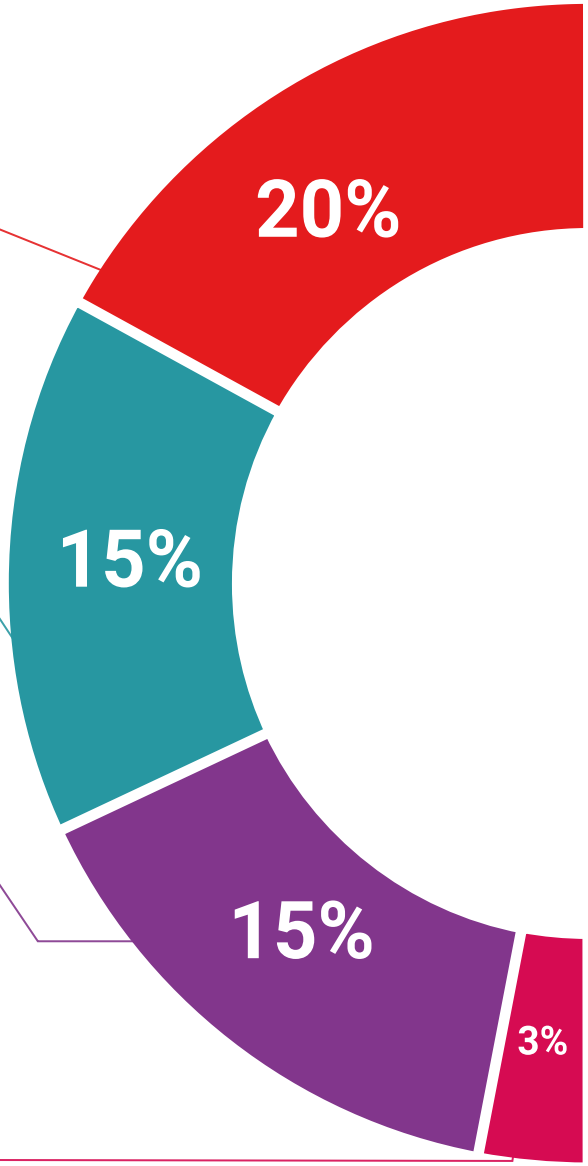
Interactive Summaries

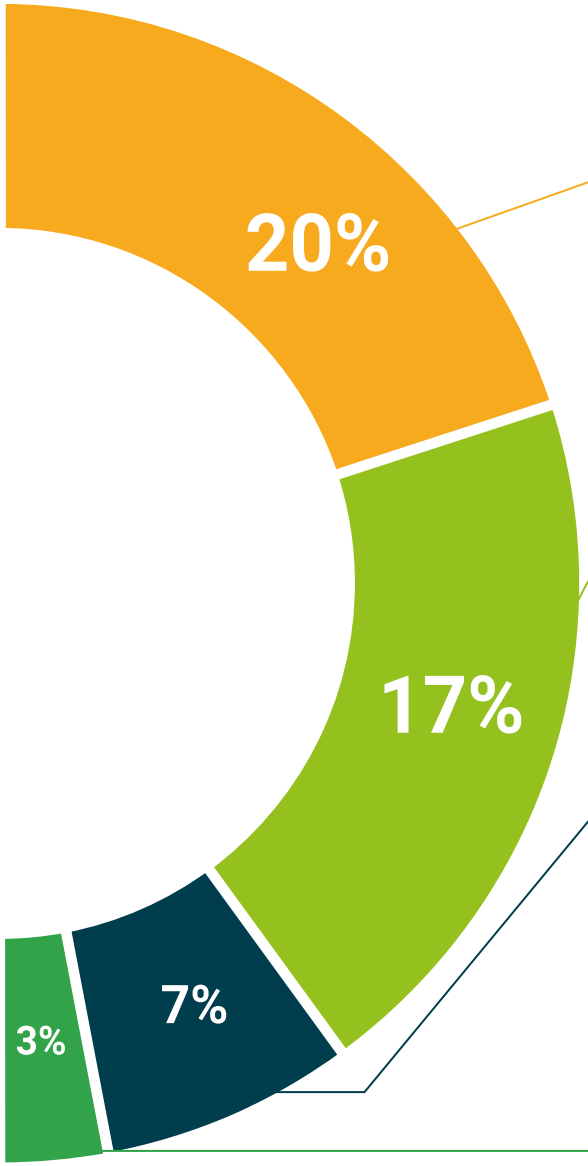
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for future difficult decisions.

Quick Action Guides

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

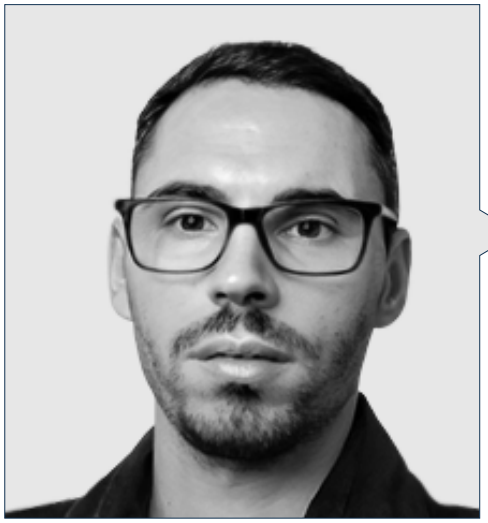
07

Teaching Staff

This university degree has a teaching staff with extensive experience in psychopedagogical intervention, attention to diversity and educational technology, guaranteeing an updated teaching aligned with the latest trends in the sector. In addition, TECH has designed a university program that combines theoretical knowledge with practical strategies, facilitating the immediate application of what has been learned. Thanks to their innovative approach and experience in academic and professional settings, graduates will acquire advanced skills to address educational challenges with effectiveness and leadership.

You will have the full support of the teaching team, made up of prestigious specialists in the Finance sector"

Management



Mr. Alfonso Suárez, Álvaro

- Psychopedagogist specializing in SEN students
- Teacher of educational reinforcement of SEN students
- Social and healthcare technician for people dependent on social institutions
- Social Integration Technician
- Bachelor's Degree in Psychopedagogy from the University of La Laguna

08

Certificate

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

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

This private qualification will allow you to obtain a diploma for the **Professional Master's Degree in Educational Psychopedagogy** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ***(official bulletin)***. Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Educational Psychopedagogy**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Professional Master's Degree in Educational Psychopedagogy

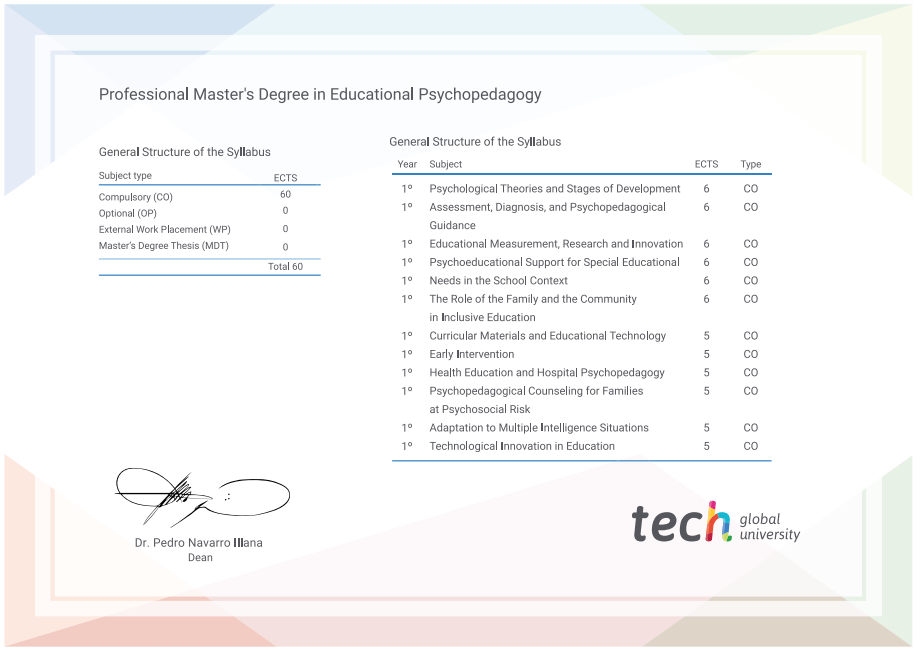
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Educational Psychopedagogy

General Structure of the Syllabus

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

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Psychological Theories and Stages of Development	6	CO
1º	Assessment, Diagnosis, and Psychopedagogical Guidance	6	CO
1º	Educational Measurement, Research and Innovation	6	CO
1º	Psychoeducational Support for Special Educational	6	CO
1º	Needs in the School Context	6	CO
1º	The Role of the Family and the Community in Inclusive Education	6	CO
1º	Curricular Materials and Educational Technology	5	CO
1º	Early Intervention	5	CO
1º	Health Education and Hospital Psychopedagogy	5	CO
1º	Psychopedagogical Counseling for Families at Psychosocial Risk	5	CO
1º	Adaptation to Multiple Intelligence Situations	5	CO
1º	Technological Innovation in Education	5	CO

Dr. Pedro Navarro Illana
Dean

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

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Professional Master's Degree
Educational Psychopedagogy

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

Professional Master's Degree
Educational Psychopedagogy

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