

Master's Degree

Visual Skills and School Performance





Master's Degree Visual Skills and School Performance

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

Website: www.techtitude.com/us/education/master-degree/master-visual-skills-academic-performance



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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.





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This Master's Degree in Visual Skills and School Performance will generate a sense of confidence when fulfilling your profession, helping you grow both personally and professionally"

This Master's Degree 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 eminently 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 broad overview provides a better understanding of how the visual system works, its problems and best practices for intervention, so that professionals can have different application options in their workplaces according to their interests.

This Master's Degree addresses aspects related to visual impairment, both from the psychological and medical point of view, without losing sight of the determining role in academic performance.

Students of this Master's Degree will have access to the latest advances in educational intervention for visual problems in learning both at a theoretical level, and will learn how to apply it in their present or future profession, thus offering a qualitative advantage over other professionals in the sector.

It also facilitates the incorporation of professionals into the labor market or helping them to get a promotion in their current job in the field. The course provides extensive theoretical and practical knowledge that will improve the professional skills of the students in their jobs.

This qualification 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.

This **Master's Degree in Visual Skills and School Performance** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of more than 75 case studies presented by experts in Visual Skills and School Performance
- ♦ 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
- ♦ Latest developments on Visual Skills and School Performance
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies on Visual Skills and School Performance
- ♦ 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



*Refresh your knowledge through
this program in Visual Skills and
School Performance"*

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This Master's Degree is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Visual Skills and School Performance, you will obtain a qualification from TECH Global University"

Its teaching staff includes professionals belonging to the field of Visual Skills and School Performance, who bring their work experience to this program, along with renowned specialists belonging to leading societies and prestigious 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 for real situations.

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

Increase your confidence in decision-making by updating your knowledge through this program.

Make the most of this opportunity to learn about the latest advances in Visual Skills and School Performance and improve your students' skill set.



02

Objectives

This program is based on the latest scientific evidence, oriented to achieve an effective update and preparation in theoretical and practical professional knowledge related to the world of education, such as teachers and counselors, as well as health professionals, such as doctors, psychologists, speech therapists, pedagogues and psycho-pedagogues.



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This program is designed to help you update your knowledge in Visual Skills and School Performance, with the use of the latest educational technology, to contribute to the decision making and monitoring of your students with quality and confidence"



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 specialists in the wide world of visual problems in the psychologist's office, and get to know the different contributions from the study of vision in school performance and potential 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
- Develop skills and abilities by encouraging continuous instruction and research





Specific Objectives

Module 1. Fundamentals of Learning and School Performance

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

Module 2. Neurolinguistics

- ♦ Discover the neurons and neural networks associated with vision
- ♦ Learn about the specialized neurons of the eye, the rods and cones
- ♦ Introduce the sympathetic nervous system
- ♦ Understand the parasympathetic nervous system
- ♦ Distinguish between ocular nerves and ocular tracts
- ♦ Learn about the visual cortex

Module 3. The Visual System

- ♦ Discover paralytic strabismus
- ♦ Learn about refractive strabismus
- ♦ Introduce monocular amblyopia
- ♦ Distinguish bilateral amblyopia
- ♦ Understand congenital nystagmus
- ♦ Learn about childhood nystagmus
- ♦ Identify myopia

Module 4. Visual Dysfunctions

- ♦ Discover the process of reading
- ♦ Learn about the developments associated with reading
- ♦ Introduce oral speech skills in reading
- ♦ Discern phonological awareness in reading
- ♦ Understand the logographic phase of reading
- ♦ Learn about the alphabetic phase of reading

Module 5. Ocular Pathology

- ♦ Discover the process of writing
- ♦ Learn about the development associated with writing
- ♦ Evaluate the planning module in writing
- ♦ Understand the intervention of the planning module in writing
- ♦ Understand the intervention of the lexical modules in writing

Module 6. 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 7. 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 8. 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

Module 9. Visual Disability and Educational Intervention

- ♦ Learn the definition of congenital blindness
- ♦ Discover acquired blindness
- ♦ Classify blindness according to type
- ♦ Introduce the evolution of blindness
- ♦ Discern the stages of development in blind people
- ♦ Understand cognitive development in blind people
- ♦ Learn about neural plasticity in blind people
- ♦ Learn about early multi-sensory stimulation
- ♦ Understand the role of the family in the blind
- ♦ Distinguish peer influence in the classroom in the blind

Module 10. Ergonomics and Lighting

- ♦ Learn how to work with congenital blindness
- ♦ Know the symptomatology of acquired blindness
- ♦ Introduce posture and motor skills intervention in the blind
- ♦ Understand speech and communication intervention in the blind
- ♦ Understand the role of adaptations in reading and writing with Braille
- ♦ Select the best pedagogical adaptations for the blind based on the times



Acquire the theoretical knowledge and the practical tools necessary to be part of high-capacity Visual Skills and School Performance projects"

03 Skills

After completing this Master's Degree in Visual Skills and School Performance, specialists will have acquired the professional competencies required to carry out a professional practice based on the latest advances in the area. Consequently, their capacity to act in the consulting room will be boosted by means of extensive and comprehensive knowledge based on weighty arguments obtained from the most innovative academic experience on the market.



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With this program you will be able to master new methodologies and strategies in Visual Skills and Academic Achievement"



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- ♦ Be able to communicate conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

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This program will allow you to learn in a theoretical and practical way, through virtual learning systems, to develop your work with total guarantees of success"





Specific Skills

- ♦ Discover incidental learning
- ♦ Differentiate institutional learning
- ♦ Know the advantages of direct learning
- ♦ Take advantage of the potential of vicarious learning
- ♦ Recognize skill deficiencies
- ♦ Understand academic difficulties
- ♦ Explore the possibilities of informal education
- ♦ Know the advantages of formal education
- ♦ Take advantage of the relationship between intelligence and family
- ♦ Learn about family educational models
- ♦ Explore learning in infancy
- ♦ Explain the embryological development of the visual system and its adaptation according to the different vital stages of human beings
- ♦ Describe visual structures and their integration into the senses and learning skills
- ♦ Describe ocular pathologies and their different repercussions on learning, in childhood and throughout life
- ♦ Understand the intervention of adapted behaviors in learning in cases of visual impairment
- ♦ Introduce psychomotor stimulation for visual impairment
- ♦ Understand visual skills detection
- ♦ Understand visual skills reinforcement
- ♦ Discover how to identify and locate objects in visual impairment
- ♦ Identify the orientation system in the face of visual impairment
- ♦ Introduce the detection and identification of places for the visually impaired
- ♦ Learn about intervention in visual organization in blind people
- ♦ Establish curricular adaptations of reading and writing in ink in blind people
- ♦ Identify the confusion of external information in the visually impaired
- ♦ Understand the problems of imitation in visual impairment
- ♦ Understand the slower cognitive development in the visually impaired
- ♦ Understand the need for more information in visual impairment
- ♦ Know syntactic module evaluation in writing.
- ♦ Select syntactic module intervention in the writing process
- ♦ Establish lexical module assessment in writing
- ♦ Introduce the detection and intervention of congenital vision problems
- ♦ Know the classification and symptomatology of acquired visual problems
- ♦ Discover the detection and intervention of acquired visual problems

04

Course Management

This program includes leading experts in Visual Skills and School Performance in its teaching staff, that share their work experience with the students on this course. 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 Visual Skills and School Performance procedures, from leading professionals"

Management



Mr. Vallejo Salinas, Ignacio

- ♦ Optometrist and Director of Mejor Visión Center
- ♦ Collaborator of the NGO Abre sus Ojos
- ♦ Co-founder and former president of the International Society of Developmental Optometry and behavioral disorders
- ♦ Master's Degree of Science in Clinical Optometry from the Pennsylvania College of Optometry. United States
- ♦ Master's Degree in Clinical Optometry from the European University of Madrid
- ♦ Diploma in Optics and Optometry from the University of Granada
- ♦ Diploma in Optics from the Complutense University of Madrid

Professors

Mr. Fuentes Najas, José Antonio

- ♦ Optometry and Low Vision Specialist
- ♦ Director and owner of the Fuentes Najas Optometry Center. Sevilla
- ♦ Secretary of the Spanish Society for specialists in Low Vision
- ♦ Professor of Optometry and Low Vision at the University of Sevilla
- ♦ Optician Optometrist graduated from the University of Madrid and Granada
- ♦ Master's Degree in Clinical Optometry
- ♦ Low Vision Specialist by Lighthouse New York
- ♦ Member of: Federópticos Group

Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical advisor and External Educational Collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner
- ♦ Specialized Teacher in High Intellectual Ability

Dr. De la Serna, Juan Moisés

- ♦ Independent Psychologist and expert writer in Neurosciences
- ♦ Writer specializing in Psychology and Neurosciences
- ♦ Author of the Open Chair in Psychology and Neurosciences
- ♦ Scientific disseminator
- ♦ PhD in Psychology
- ♦ Degree in Psychology. University of Sevilla
- ♦ Master's Degree in Neurosciences and Behavioral Biology Pablo de Olavide University, Sevilla
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED.
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Sevilla
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia

Mr. Vallejo Bermejo, Miguel

- ♦ Technical Director and Optometric Audiologist of the Postas Group
- ♦ Doctorate in Health Science and Technology from CEU San Pablo University
- ♦ Master's Degree in Visual Rehabilitation from the University of Valladolid
- ♦ Higher Technician in Prosthetic Audiology by the European University
- ♦ Expert in Pediatric Optometry and Low Vision by the European University

Ms. Vallejo Sicilia, Lara

- ♦ Psychologist at Mejor Visión Center
- ♦ Visual Therapist in health institutions of the Community of Madrid
- ♦ Master's Degree in Clinical and Health Psychology by Camilo José Cela University
- ♦ Degree in Psychology from the Camilo José Cela University



Take the first step to get up to date on the latest developments in Visual Skills and School Performance"

05

Structure and Content

The structure of the contents has been designed by a team of professionals from leading educational institutions and universities, 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 Master's Degree in Visual Skills and School Performance contains the most complete and up-to-date program on the market"

Module 1. Fundamentals of Learning and School 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 Meta-Cognitive 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 School Performance

Module 2. Neurolinguistics

- 2.1. Language and the Brain
 - 2.1.1. Communicative Processes of the Brain
 - 2.1.2. The Brain and Speech
- 2.2. The Psycholinguistic Context
 - 2.2.1. Foundations of Psycholinguism
 - 2.2.2. The Brain and Psycholinguism
- 2.3. Language Development vs. Neural Development
 - 2.3.1. Neural Foundations of Language
 - 2.3.2. Neural Development of Language
- 2.4. Critical Language Periods
 - 2.4.1. Childhood and Language
 - 2.4.2. Adulthood and Language
- 2.5. The Brain in Bilingualism
 - 2.5.1. Native Language at the Neural Level
 - 2.5.2. Multiple Languages at the Neural Level
- 2.6. Intelligence vs. Language
 - 2.6.1. Intelligence and Linguistic Development
 - 2.6.2. Types of Intelligence and Language
- 2.7. Language in Childhood
 - 2.7.1. Phases of Language in Childhood
 - 2.7.2. Difficulties in Childhood Language Development
- 2.8. Language in Adolescence
 - 2.8.1. Adolescence Language Development
 - 2.8.2. Language Difficulties in Adolescence
- 2.9. Language in the Elderly
 - 2.9.1. Adulthood Language Development
 - 2.9.2. Language Difficulties in Adulthood
- 2.10. Psychopathology and Language
 - 2.10.1. Clinical Language Psychology
 - 2.10.2. Personality and Language

Module 3. The Visual System

- 3.1. The Visual Nervous System
 - 3.1.1. Neurons and Neuronal Network in the Eye
 - 3.1.2. Poles and Cones
- 3.2. The Peripheral Visual Nervous System
 - 3.2.1. Sympathetic Nervous System
 - 3.2.2. Parasympathetic Nervous System
- 3.3. The Central Visual Nervous System
 - 3.3.1. Nerves and Ocular Tracts
 - 3.3.2. The Visual Cortex
- 3.4. Eye Embryology
 - 3.4.1. Ectoderm
 - 3.4.2. Mesoderm
- 3.5. Childhood Visual Development
 - 3.5.1. Infant Eye Development
 - 3.5.2. Visual Development in the First Year of Life
- 3.6. Ontogenetic Development
 - 3.6.1. Monocular Reflexes
 - 3.6.2. Binocular Reflexes
- 3.7. Adolescence Visual Development
 - 3.7.1. Adolescent Visual Development
- 3.8. Neurodegenerative Pathologies
 - 3.8.1. Visual Development in Neurodegenerative Disorders
- 3.9. Congenital Visual Problems
 - 3.9.1. Classification and Symptomatology
 - 3.9.2. Detection and Intervention
- 3.10. Acquired Visual Problems
 - 3.10.1. Classification and Symptomatology
 - 3.10.2. Detection and Intervention

Module 4. Visual Dysfunctions

- 4.1. Extraocular Muscles
 - 4.1.1. Straight Muscles
 - 4.1.2. Oblique Muscles
- 4.2. Eye Movements I
 - 4.2.1. Ductions
 - 4.2.2. Versions
- 4.3. Eye Movements II
 - 4.3.1. Convergence
 - 4.3.2. Divergence
- 4.4. Associated with Parallelism
 - 4.4.1. Non-paralytic Strabismus
 - 4.4.2. Refractive Strabismus
- 4.5. Intraocular Muscles
 - 4.5.1. Ciliary Muscles
 - 4.5.2. Lens
- 4.6. Muscles Associated to Vision Loss in One Eye
 - 4.6.1. Monocular Amblyopia
 - 4.6.2. Bilateral Amblyopia
- 4.7. Associated to Accommodation
 - 4.7.1. Insufficient/Excessive Accommodation
 - 4.7.2. Accommodation Inflexibility
- 4.8. Associated to Vergences
 - 4.8.1. Insufficient/Excessive Convergence or Divergence
 - 4.8.2. Convergence/Divergence Inflexibility
- 4.9. Associated to Oculomotor Dysfunctions
 - 4.9.1. Fixation
 - 4.9.2. Monitoring
 - 4.9.3. Saccadic
- 4.10. Associated to Refractive Defects
 - 4.10.1. Myopia
 - 4.10.2. Hyperopia

Module 5. Ocular Pathology

- 5.1. Associated with Parallelism
 - 5.1.1. Paralytic Strabismus
- 5.2. Associated to Eye Movement
 - 5.2.1. Congenital Nistagmus
 - 5.2.2. Nistagmus in Childhood
- 5.3. Associated to Macula
 - 5.3.1. Myopic Macular Hole
 - 5.3.2. Muscular Degeneration Related to Aging
- 5.4. Associated to Cornea and Conjunctiva
 - 5.4.1. Conjunctivitis
 - 5.4.2. Corneal Dystrophies
- 5.5. Associated to Glaucoma
 - 5.5.1. Neovascular Glaucoma
 - 5.5.2. Congenital Glaucoma
- 5.6. Associated to Color
 - 5.6.1. Colorblindness
 - 5.6.2. Achromatopsia

Module 6. The Visual System and Reading

- 6.1. Reading Foundations
 - 6.1.1. The Reading Process
 - 6.1.2. Development Associated to Reading
- 6.2. Processes Involved in Reading
 - 6.2.1. Perceptive Processes
 - 6.2.2. Lexical Processes
 - 6.2.3. Syntactic Processes
 - 6.2.4. Semantic Processes
- 6.3. Prerequisites for Learning to Read
 - 6.3.1. Perceptive/Motor Skills
 - 6.3.2. Language Skills
 - 6.3.3. Cognitive Skills
 - 6.3.4. Motivational Skills





- 6.4. The Visual System in Reading I. Accommodation
 - 6.4.1. Ciliary Muscles
 - 6.4.2. Visual Sharpness. Accommodation
- 6.5. The Visual System in Reading II. Ocular Motricity
 - 6.5.1. Extraocular Muscles
 - 6.5.2. Eye Movements Versions
 - 6.5.3. Saccadic Movements
 - 6.5.4. Regression Movements
- 6.6. The Visual System in Reading III. Binocularity
 - 6.6.1. Extraocular Muscles
 - 6.6.2. Vergences
- 6.7. Neuropsychological Function in Reading I: Detection and Assessment
- 6.8. Neuropsychological Function in Reading II: Intervention

Module 7. The Visual System and Writing

- 7.1. Reading Foundations
 - 7.1.1. The Writing Process Classification and Symptomatology
 - 7.1.2. Development Associated to Writing
- 7.2. Planning Process
 - 7.2.1. Assessment
 - 7.2.2. Intervention
- 7.3. Syntactic Processes
 - 7.3.1. Assessment
 - 7.3.2. Intervention
- 7.4. Lexical Processes
 - 7.4.1. Assessment
 - 7.4.2. Intervention
- 7.5. Motor Processes
 - 7.5.1. Assessment
 - 7.5.2. Intervention

- 7.6. Visual Skills Required for Writing I: Vision
 - 7.6.1. Oculomotricity, Accommodation, Binocularity
 - 7.6.2. Hand-Eye Coordination
- 7.7. Visual Skills Required for Writing II: Perception
 - 7.7.1. Laterality - Visuospatial Organization
 - 7.7.2. Discrimination, Visual and Auditory Memory
- 7.8. Primitive Reflexes and Writing
 - 7.8.1. Palmar Reflex
 - 7.8.2. Asymmetric Tonic Reflex
- 7.9. Neuropsychological Function in Writing I: Detection and Assessment
- 7.10. Neuropsychological Function in Reading II: Intervention

Module 8. The Visual System and Learning

- 8.1. Visual Development and Learning
 - 8.1.1. Evolutionary Development of Vision
 - 8.1.2. Visual Problem Indicators in Learning
- 8.2. Vision and School Failure
 - 8.2.1. Symptomatology of Visual Problems at School
 - 8.2.2. Detection of Visual Problems at School
- 8.3. Attention Processes and Perceptual Learning
 - 8.3.1. Attention Models
 - 8.3.2. Types of care
- 8.4. Perceptual Processes in Learning I
 - 8.4.1. Visual Discrimination
 - 8.4.2. Constancy of Form
- 8.5. Perceptual Processes in Learning II
 - 8.5.1. Visual Closure
 - 8.5.2. Background Figure
- 8.6. Perceptual Processes in Learning III
 - 8.6.1. Laterality
 - 8.6.2. Visuospatial Organization

- 8.7. Perceptual Processes in Learning IV: Memory
 - 8.7.1. Visual Memory
 - 8.7.2. Auditory Memory
 - 8.7.3. Multisensorial Memory
- 8.8. Attention and Visual Perception Problems
 - 8.8.1. Attention Deficit Disorder with or without Hyperactivity
 - 8.8.2. Reading Problems. Delayed Reading Acquisition
 - 8.8.3. Writing Problems
- 8.9. Problems Associated with Visual Information Processing
 - 8.9.1. Discrimination Difficulties
 - 8.9.2. Closure and Inversion Difficulties
- 8.10. Problems Associated with Visual Memory
 - 8.10.1. Short-Term Memory Difficulties vs. Long-Term Visual
 - 8.10.2. Difficulties with Other Memory Like Semantic Memory
- 8.11. Other Vision-Related Learning Problems
 - 8.11.1. Mental Disability and Intellectual Disability
 - 8.11.2. Other Development Disorders
- 8.12. Educational Intervention in Visual Impairment
 - 8.12.1. Curricular Adaptations to Visual Impairment
 - 8.12.2. Media Adaptations to Visual Impairment

Module 9. Visual Disability and Educational Intervention

- 9.1. Defining Visual Disability
- 9.2. Visual Impairment and Blindness in Child Development
- 9.3. Intervention in Early Years of Life. Early Care
- 9.4. Educational Inclusion: The Specific Educational Support Needs of Students with Visual Impairment
- 9.5. Educational Inclusion. Curricular Adaptations for Students with Visual Impairment
- 9.6. Visual Stimulation and Rehabilitation
- 9.7. Braille Reading and Writing System
- 9.8. Tiflotechnology and Assistive Technology for Educational Use.
- 9.9. Deaf-Blindness Intervention



Module 10. Ergonomics and Lighting

- 10.1. Ergonomics: General Concepts
 - 10.1.1. Introduction to Ergonomics
 - 10.1.2. Basic Principles of Ergonomics
- 10.2. Lighting and Ergonomics
- 10.3. Ergonomics in Working with Data Visualization Displays
- 10.4. Lighting Design in the Classroom
 - 10.4.1. Lighting Requirements
 - 10.4.2. Furniture Requirements
- 10.5. Ergonomics and Optometry

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

06

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

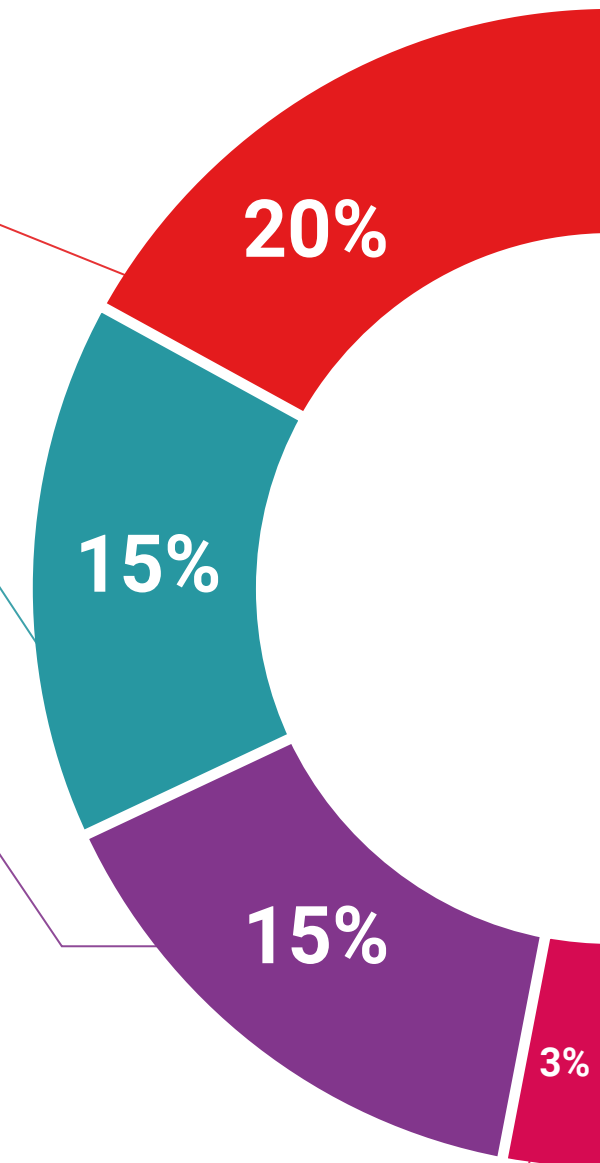
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

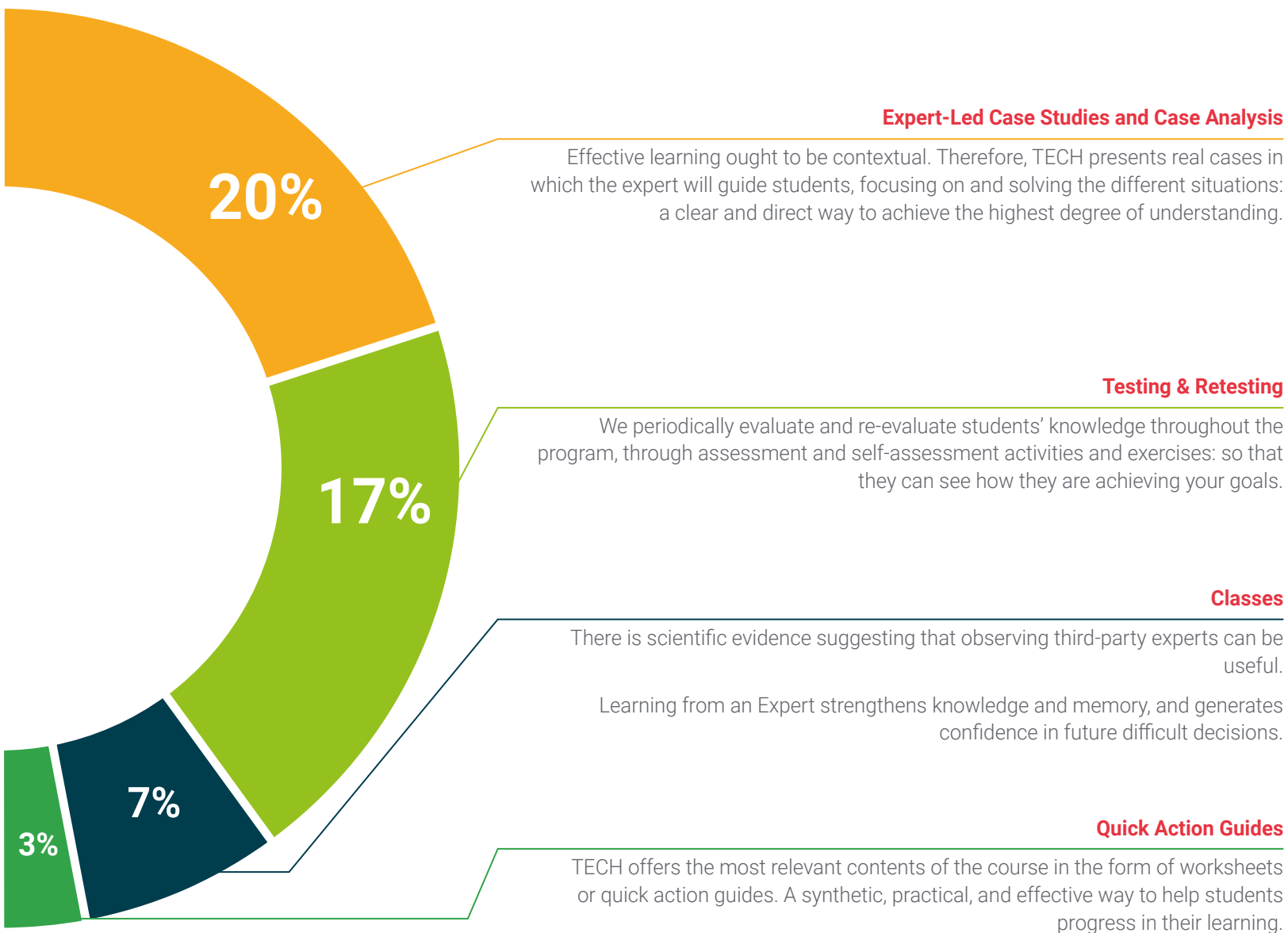
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





07

Certificate

The Master's Degree in Visual Skills and School Performance guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University..

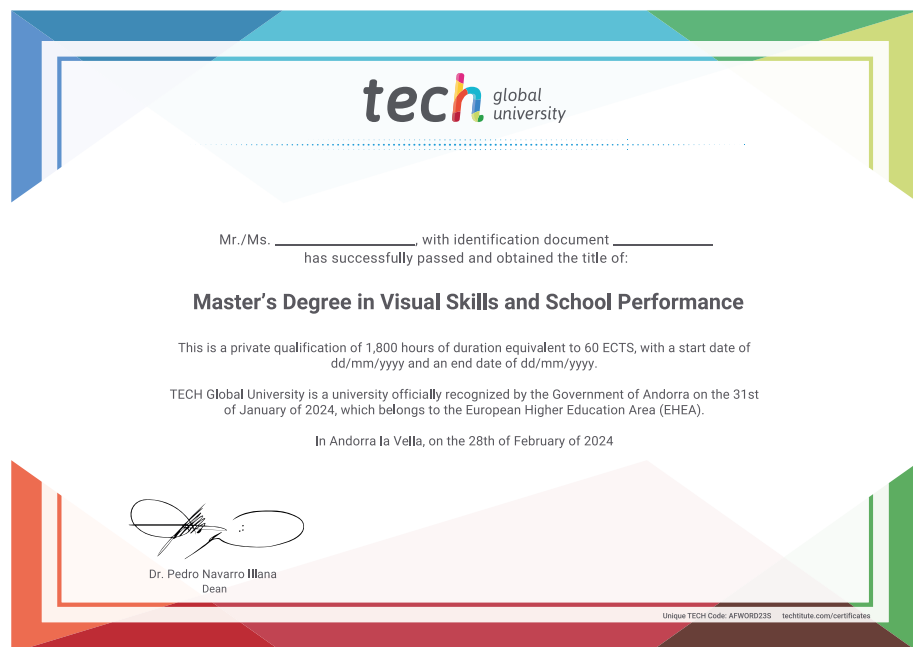


“

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 **Master's Degree diploma in Visual Skills and School Performance** 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.



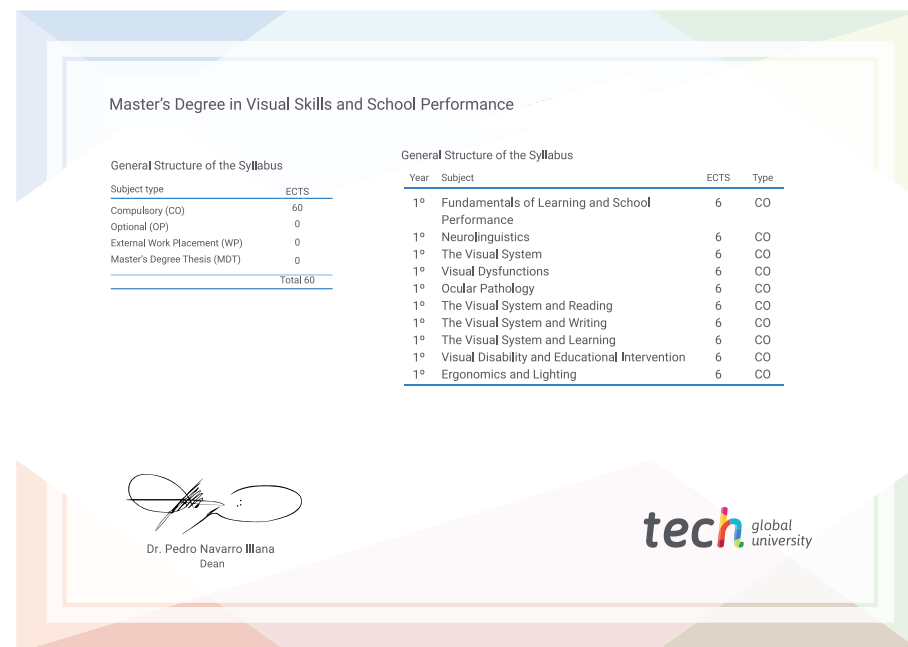
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Visual Skills and School Performance**

Modality: **online**

Duration: **12 months.**

Accreditation: **60 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
virtual classroom

tech global university

Master's Degree
Visual Skills
and School Performance

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

Master's Degree

Visual Skills and School
Performance