

Postgraduate Certificate

Learning Disorders in Literacy



Postgraduate Certificate Learning Disorders in Literacy

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/medicine/postgraduate-certificate/learning-disorders-literacy

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01

Introduction to the Program

Disorders such as Dyslexia and Dysgraphia affect approximately 10% of schoolchildren, according to data from the ADHD Community. These neurobiological disorders manifest as difficulties in recognizing written words, writing errors, and problems with reading comprehension. Therefore, early detection and speech therapy intervention are essential to reduce their impact on students' academic performance and emotional well-being. In fact, Speech Therapy plays a crucial role in Inclusive Education, working collaboratively with teachers and families to design personalized strategies. In this context, TECH has designed a comprehensive 100% online program that flexibly adapts to the personal and professional schedules of graduates, grounded in the revolutionary Relearning methodology.



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With this 100% online Postgraduate Certificate, you will be updated on the neuropsychological and linguistic foundations underlying Reading and Writing Learning Disorders, allowing for more effective and accurate intervention”

Reading and Writing Learning Disorders affect a significant portion of the school population, with estimates suggesting that between 5% and 10% of children in this age group experience difficulties in this area. That's why early detection followed by appropriate and personalized intervention significantly improves academic and emotional outcomes, highlighting the importance of a comprehensive and inclusive approach.

This Postgraduate Certificate was created to equip physicians with in-depth knowledge of language development, Neuropsychology, and the basic processes of speech. It will allow them to update their understanding of how communication is produced in the brain and how these processes can be altered in Reading and Writing Disorders. This multidisciplinary approach will facilitate early and accurate diagnosis of these difficulties, promoting more effective intervention.

Participants will also develop skills to identify, understand, and treat various Communication, Language, Speech, Voice, and Non-verbal Oral Function Disorders. Specialized techniques will also be explored for the identification of disorders such as Dyslexia, Dysorthographia, and other issues related to reading and writing difficulties, enabling more detailed and personalized assessment in each case.

Professionals will be able to design, plan, and evaluate speech therapy interventions using techniques and resources tailored to the specific needs of each patient. There will be an emphasis on developing intervention programs that promote educational inclusion, allowing children with Reading and Writing Disorders to be properly integrated into the educational system.

In this way, TECH has created a comprehensive program that is completely online, whose materials and resources, of academic excellence, will be available from any electronic device with an Internet connection. This will eliminate inconveniences such as traveling to a physical location or adapting to rigid schedules. Additionally, it will use the innovative Relearning methodology, based on the constant repetition of key concepts to guarantee an efficient and natural understanding of the content.

This **Postgraduate Certificate in Learning Disorders in Literacy** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Medicine and Speech Therapy
- ♦ 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 self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies for Literacy Learning Disorders
- ♦ 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 equip yourself with essential tools for diagnosing and treating patients with language and literacy difficulties, developing personalized treatment plans for school and social inclusion"

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You will acquire knowledge about the influence of neurobiological factors in Learning Disorders, crucial for a holistic understanding of Literacy Disorders. What are you waiting for to enroll?”

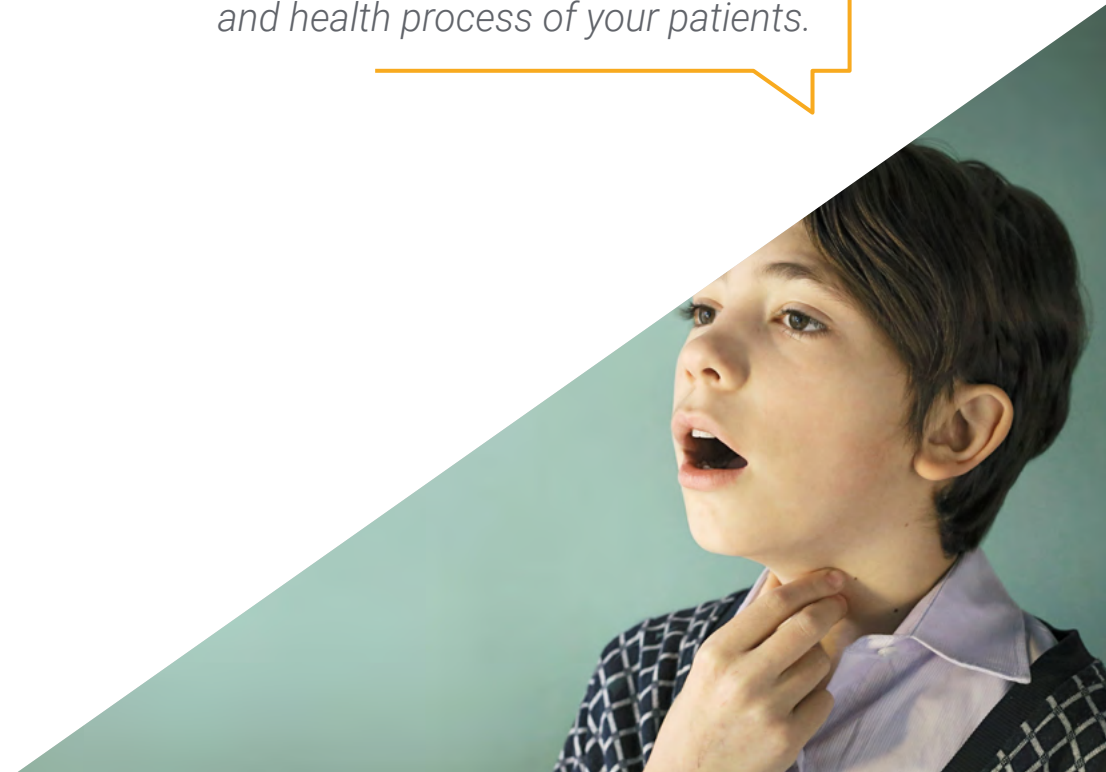
The teaching staff includes professionals belonging to the fields of Medicine and Speech Therapy, who contribute their work experience to this program, as well as renowned specialists from reference societies and prestigious universities.

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.

You will be prepared to apply practical and personalized approaches during the intervention, promoting the improvement of students' communication skills and academic performance.

You will address the importance of preparing clear and concise speech therapy reports, essential for follow-up and coordination with other professionals involved in the educational and health process of your patients.



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 has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins 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.

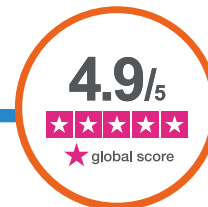
Leaders in employability

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

The program will cover the essential psychological and linguistic fundamentals, including language development, the neuropsychological processes involved in the acquisition of reading and writing, and the basics of speech and voice. In this way, it will delve into the identification and diagnosis of Language Disorders, communication and non-verbal oral functions, as well as specialized assessment techniques and the writing of speech therapy reports. Speech therapy intervention strategies in various contexts, such as school, clinical and family, will also be addressed, focusing on the design and programming of individualized therapeutic plans.





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You will cover language development from a neuropsychological perspective, focusing on the basic processes of speech, language comprehension and production, thanks to an extensive library of multimedia resources”

Module 1. Learning Disorders: Literacy

- 1.1. Principles for Learning Literacy and Mathematics
 - 1.1.1. Definition of Literacy and Numeracy
 - 1.1.1.1. Key Components of Literacy (Reading and Writing)
 - 1.1.1.2. Fundamental Components of Numeracy: Basic Operations and Initial Mathematical Concepts
 - 1.1.2. Objectives of Learning Literacy and Numeracy in Childhood
 - 1.1.2.1. Development of Basic Literacy Skills in Childhood
 - 1.1.2.2. Introduction to the Concept of Numbers and Mathematical Operations
 - 1.1.2.3. Fostering Logical Thinking through Literacy and Mathematics
 - 1.1.3. The Importance of Language in the Development of Mathematics
 - 1.1.3.1. The Role of Verbal Language in Mathematical Thinking
 - 1.1.4. Connection Between Linguistic Abilities and Mathematical Abilities
 - 1.1.4.1. Relationship Between Reading Comprehension and Solving Mathematical Problems
 - 1.1.4.2. The Impact of Written Expression on the Resolution of Mathematical Problems
 - 1.1.4.3. Link between Following Instructions and Success in Mathematical Activities
 - 1.1.5. Cognitive Development in Literacy and Numeracy
 - 1.1.5.1. Stages of Cognitive Development in Literacy
 - 1.1.5.2. Stages of Cognitive Development in Numeracy
- 1.2. Neurological Basis of Literacy and Numeracy
 - 1.2.1. The Brain and its Cognitive Functions in Literacy
 - 1.2.1.1. Brain Areas Involved in Literacy Processing
 - 1.2.1.2. Cognitive Processing of Literacy
 - 1.2.2. Neuroplasticity and its Impact on Learning to Read and Write
 - 1.2.2.1. The Concept of Neuroplasticity in the Context of Learning
 - 1.2.2.2. Pedagogical Strategies to Promote Neuroplasticity in School Learning
 - 1.2.3. Brain Areas Involved in Mathematical Thinking
 - 1.2.3.1. Cortical Areas Involved in Numerical Processing and Mathematical Operations
 - 1.2.3.2. Interaction Between Brain Areas in Mathematical Reasoning
 - 1.2.3.3. Cognitive Processing of Mathematical Calculation



- 1.3. Individual Development and Learning Capacity for Literacy and Numeracy: Biological and Environmental Factors
 - 1.3.1. The Role of Genetics in Learning Literacy and Mathematics
 - 1.3.1.1. Influence of Genetic Factors on the Development of Academic Skills
 - 1.3.1.2. Genetic Disorders Affecting Reading, Writing and Arithmetic (e.g. Dyslexia and Dyscalculia)
 - 1.3.1.3. Inheritance and Predisposition to Learning Difficulties
 - 1.3.2. Environmental Factors: Home, School and Culture
 - 1.3.2.1. Influence of the Family Environment on Child Learning
 - 1.3.2.2. The Impact of the School Environment and the Curriculum on the Development of Linguistic and Mathematical Skills
 - 1.3.3. Influence of Socioeconomic Factors on Academic Performance
 - 1.3.3.1. Effects of Poverty on Access to Educational Resources and Family Support
 - 1.3.3.2. Inequalities in Academic Performance due to Socioeconomic Factors
 - 1.3.4. Early Stimulation in the Development of Academic Skills
 - 1.3.4.1. The Impact of Early Stimulation on Literacy and Numeracy
 - 1.3.4.2. Strategies for Cognitive Stimulation in the Early Years
- 1.4. Individual Development and Learning Capacity for Literacy and Numeracy: Psychological Factors
 - 1.4.1. Psychological Theories of Cognitive Development in Childhood
 - 1.4.1.1. Piagets Theory
 - 1.4.1.2. Vygotsky's Sociocultural Theory
 - 1.4.1.3. Gardner's Theory of Multiple Intelligences
 - 1.4.2. Motivation and its Impact on Learning of Literacy and Numeracy
 - 1.4.2.1. The Theories of Motivation in the Context of Academic Learning
 - 1.4.2.2. Factors Affecting Motivation
 - 1.4.2.3. Teaching Strategies to Increase Motivation in Students with Difficulties
 - 1.4.3. The Role of Impulsivity in School Learning
 - 1.4.3.1. Impulsivity as a Barrier in the Reading and Arithmetic Process
 - 1.4.3.2. Relationship Between Impulsivity and Errors in Text Comprehension
 - 1.4.3.3. Strategies for Managing Impulsivity in the Classroom
 - 1.4.4. The Influence of Self-Esteem on Academic Performance
 - 1.4.4.1. The Relationship Between Self-Esteem and Academic Success in Literacy and Numeracy
 - 1.4.4.2. Factors Affecting Self-Esteem in Children with Learning Difficulties
 - 1.4.4.3. Interventions to Improve Self-Esteem in Students with Difficulties
- 1.5. Theoretical Models in the Acquisition of Literacy
 - 1.5.1. Cognitive Models and their Application in the Teaching of Literacy
 - 1.5.1.1. The Information Processing Model in Literacy
 - 1.5.1.2. Application of Cognitive Models to Improve Reading Comprehension
 - 1.5.1.3. Teaching Strategies Based on Cognitive Models
 - 1.5.2. Theory of Parallel Processing and its Relationship with Literacy
 - 1.5.2.1. Fundamentals of Parallel Processing Theory
 - 1.5.2.2. Applications of Parallel Processing Theory in Literacy
 - 1.5.3. Serial and Interactive Models in Literacy Learning
 - 1.5.3.1. Differences between Serial and Interactive Models
 - 1.5.3.2. Application of these Models in the Teaching of Reading and Writing
 - 1.5.4. Connectionist Models and their Application in the Teaching of Literacy
 - 1.5.4.1. Basic Principles of Connectionist Models
 - 1.5.4.2. How Connectionist Models Facilitate the Acquisition of Literacy
- 1.6. Variables that Influence Literacy
 - 1.6.1. The Importance of Frequency in the Acquisition of Literacy
 - 1.6.1.1. The Role of Repetition in Learning Words and Sounds
 - 1.6.1.2. How the Frequency of Exposure to Words Improves Reading Comprehension
 - 1.6.1.3. Strategies for Increasing the Frequency of Reading Practice
 - 1.6.2. The Impact of the Order of Word Acquisition on Learning
 - 1.6.2.1. Theories on the Natural Order of Word Acquisition
 - 1.6.2.2. The Impact of Order on Vocabulary Building and Comprehension
 - 1.6.2.3. Speech Therapy Applications to Improve Reading Acquisition
 - 1.6.3. Linguistic Factors: Familiarity, Length, Imaginability and Syllabic Frequency
 - 1.6.3.1. Familiarity of Words
 - 1.6.3.2. The Effect of Word Length and Complexity on Comprehension
 - 1.6.3.3. Relationship between the Imaginability of Words and their Comprehension

- 1.6.4. Relationship between Literacy Variables and Academic Performance
 - 1.6.4.1. Reading Proficiency and Success in Other Academic Subjects
 - 1.6.4.2. Literacy Skills Related to Performance in Mathematics
 - 1.6.4.3. Strategies to Improve Academic Performance through Literacy
- 1.6.5. Practical Applications of Determining Variables in the Classroom
 - 1.6.5.1. Teaching Activities Based on Word Frequency and Familiarity
 - 1.6.5.2. Strategies to Improve Comprehension of Long and Complex Texts
 - 1.6.5.3. Strategies to Enhance Learning of High Syllable Frequency Words
- 1.7. Dyslexia and Reading Delay
 - 1.7.1. Definition of Dyslexia and Reading Delay
 - 1.7.1.1. Differences between Dyslexia and Reading Delay
 - 1.7.1.2. Common Characteristics of Dyslexia and Reading Delay
 - 1.7.1.3. Causes and Initial Manifestations of Both Disorders
 - 1.7.2. Causes and Risk Factors for the Development of Dyslexia
 - 1.7.2.1. Genetic and Hereditary Factors
 - 1.7.2.2. The Influence of the Prenatal Environment
 - 1.7.2.3. Neurobiological Factors
 - 1.7.3. Characteristics of Dyslexia
 - 1.7.3.1. Common Reading Errors
 - 1.7.3.2. Phonological Awareness and Dyslexia
 - 1.7.3.3. Word Identification and Reading Comprehension
 - 1.7.4. Strategies for Early Intervention in Dyslexia
 - 1.7.4.1. Strategies to Improve Word Recognition
 - 1.7.4.2. Methods to Improve Reading Fluency
 - 1.7.4.3. Strategies to Improve Reading Comprehension
 - 1.7.5. Diagnosis and Evaluation of Dyslexia
 - 1.7.5.1. Diagnostic Methods for Dyslexia
 - 1.7.5.2. The Importance of Early Assessment
 - 1.7.5.3. Multidisciplinary Assessment: Psychologists, Speech Therapists and Pedagogues in Diagnosis
- 1.8. Dysgraphia and Dysorthographia
 - 1.8.1. Definition of Dysgraphia and Dysorthographia
 - 1.8.1.1. Differences between Dysgraphia and Dysorthographia
 - 1.8.1.2. Typical Manifestations of Dysgraphia and Dysorthographia
 - 1.8.1.3. Relationship between Dysgraphia and Dysorthographia
 - 1.8.1.4. Neurological Causes
 - 1.8.2. Classification of Central Dysgraphias
 - 1.8.2.1. Types of Dysgraphia: Phonological, Surface and Deep
 - 1.8.2.2. Neurological Causes of Central Dysgraphia
 - 1.8.2.3. Characteristics of Writing in Central Dysgraphia
 - 1.8.3. Peripheral Dysgraphia: Motor Dysgraphia (Dysorthographia)
 - 1.8.3.1. Definition of Motor Dysgraphia and its Characteristics
 - 1.8.3.2. The Relationship Between Fine Motor Control and Difficulties in Writing
 - 1.8.3.3. Characteristics of Dysorthography
 - 1.8.4. Assessment of Dysgraphia
 - 1.8.4.1. Diagnostic Tools for the Assessment of Dysgraphia
 - 1.8.4.2. Methods of Observation and Written Assessment in Diagnosis
 - 1.8.5. Intervention and Treatment for Dysgraphia and Dysorthographia
 - 1.8.5.1. Therapeutic Strategies to Improve Motor Skills in Writing
 - 1.8.5.2. Methods to Correct Spelling Errors in Children with Dysorthographia
 - 1.8.5.3. Speech Therapy Techniques and Intervention Programs
- 1.9. Difficulties in Learning Mathematics (MLD)
 - 1.9.1. Definition of Difficulties in Learning Mathematics (MLD)
 - 1.9.1.1. Concept of Difficulties in Learning Mathematics
 - 1.9.1.2. The Distinction Between Learning Difficulty and Cognitive Deficit
 - 1.9.1.3. Common Characteristics of Children with MLD
 - 1.9.2. Classification of MLD: Types and Characteristics
 - 1.9.2.1. Types of Mathematics Difficulties: Problems in Arithmetic, Geometry, Reasoning
 - 1.9.2.2. Characteristics of Students with Difficulties in Each Area of Mathematics
 - 1.9.2.3. Classification According to the Severity of the Difficulties

- 1.9.3. Etiology of Mathematical Difficulties: Cognitive and Environmental Causes
 - 1.9.3.1. Cognitive Causes Related to Mathematical Processing
 - 1.9.3.2. The Impact of the Family and School Environment on Mathematical Difficulties
 - 1.9.3.3. Emotional Factors and Their Contribution to MLD
- 1.9.4. Assessment of Learning Difficulties in Mathematics
 - 1.9.4.1. Assessment Tools and Techniques for Detecting MLD
 - 1.9.4.2. The Use of Standardized Tests and Diagnostic Assessments
 - 1.9.4.3. Individualized Assessment: The Importance of Strengths and Weaknesses Analysis
- 1.9.5. Intervention in Mathematical Difficulties: Strategies and Approaches
 - 1.9.5.1. Educational Intervention Methods for Students with MLD
 - 1.9.5.2. Individual and Group Approaches to Improve Mathematical Performance
 - 1.9.5.3. The Use of Manipulatives and Technology in Mathematics Teaching
- 1.9.6. The Importance of Early Detection in MLD
 - 1.9.6.1. How Early Detection Improves Academic Outcomes
 - 1.9.6.2. Tools for Identifying Early Signs of Mathematical Difficulties
 - 1.9.6.3. The Role of Parents and Teachers in Detection and Early Support
- 1.10. Reading Comprehension and its Relationship to Logical Thinking in Students with Learning Difficulties
 - 1.10.1. Definition of Reading Comprehension
 - 1.10.1.1. Importance of Reading Comprehension in Academic Development
 - 1.10.1.2. Relationship between Reading Comprehension and Logical Thinking
 - 1.10.2. Fundamentals of Reading Comprehension
 - 1.10.2.1. Models of Reading Comprehension: Literal, Inferential and Critical
 - 1.10.2.2. Cognitive Processes Involved in Text Comprehension
 - 1.10.2.3. Factors Affecting Reading Comprehension: Vocabulary, Reading Fluency, Motivation and Context
 - 1.10.3. Logical Thinking and its Relationship to Reading Comprehension
 - 1.10.3.1. Definition of Logical Thinking and its Components (Reasoning, Analysis and Problem Solving)
 - 1.10.3.2. How Logical Thinking Influences the Interpretation and Analysis of Texts
 - 1.10.4. Strategies to Improve Reading Comprehension and Logical Thinking
 - 1.10.4.1. Pedagogical Intervention Strategies to Improve Reading Comprehension
 - 1.10.4.2. Techniques to Stimulate Logical Thinking in Students with Learning Difficulties
 - 1.10.4.3. Technological Tools and Multisensory Methods to Support Learning
 - 1.10.5. Assessment of Reading Comprehension and Logical Thinking
 - 1.10.5.1. Methods for Assessment of Reading Comprehension: Standardized Tests and Observation
 - 1.10.6. Strategies to Improve Reading Comprehension
 - 1.10.6.1. Metacognitive Strategies
 - 1.10.6.2. Language Strategies



You will investigate the diagnosis of disorders of communication, language, speech, voice and non-verbal oral functions, enabling you to recognize and differentiate these pathologies more precisely"

04

Teaching Objectives

The program will aim to train professionals in the identification, diagnosis and treatment of communication, speech and voice disorders, with a special focus on literacy disorders such as dyslexia. It will also seek to develop skills in speech therapy assessment, detailed reporting and effective intervention in family, school and clinical settings. In addition, the design and implementation of personalized intervention programs will be addressed, using appropriate techniques and resources to promote the integration of patients in an inclusive educational environment, improving their academic performance and general well-being.



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You will diagnose Language Disorders with a multidisciplinary approach, through the acquisition of specialized assessment techniques. With all the TECH quality guarantees!”



General Objectives

- ♦ Integrate the essential psychological and linguistic foundations for speech therapy, including language development, neuropsychology and the basic processes of speech

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You will focus on speech therapy intervention in various contexts, such as the family, school and clinic, updating your knowledge and skills to design, program and evaluate effective therapeutic strategies”





Specific Objectives

- ♦ Understand and recognize disorders of communication, language, speech, voice and non-verbal oral functions
- ♦ Apply assessment techniques to diagnose language disorders and write speech therapy reports
- ♦ Intervene appropriately in different contexts (family, school, clinical) to treat language disorders
- ♦ Design, plan and evaluate speech therapy interventions using appropriate techniques and resources



05 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.



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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.

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*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.

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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.

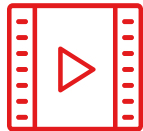
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

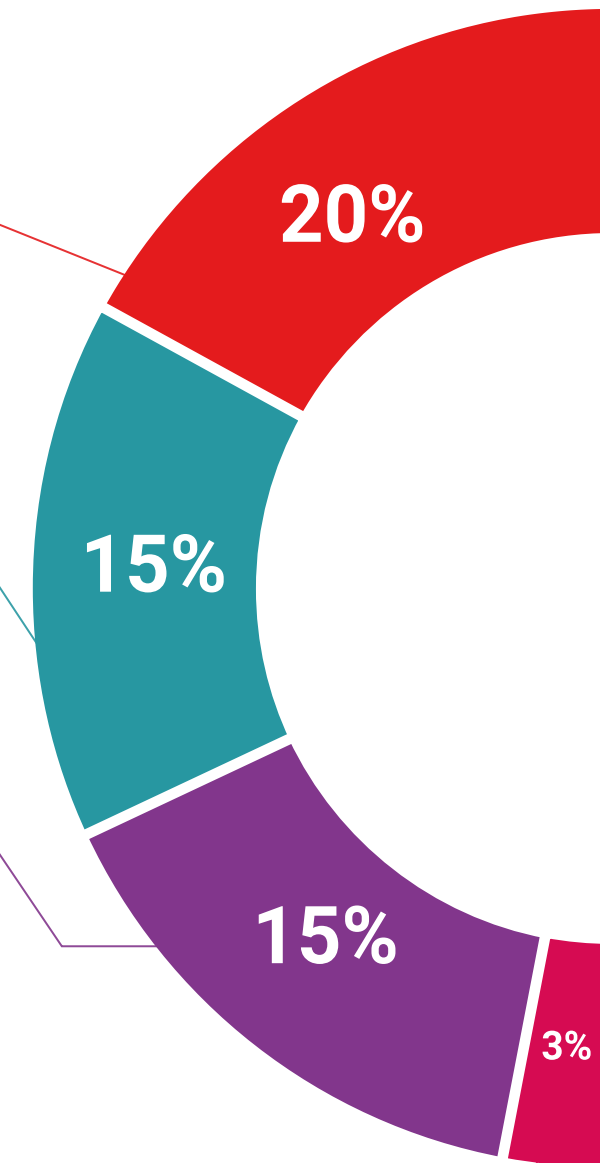
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

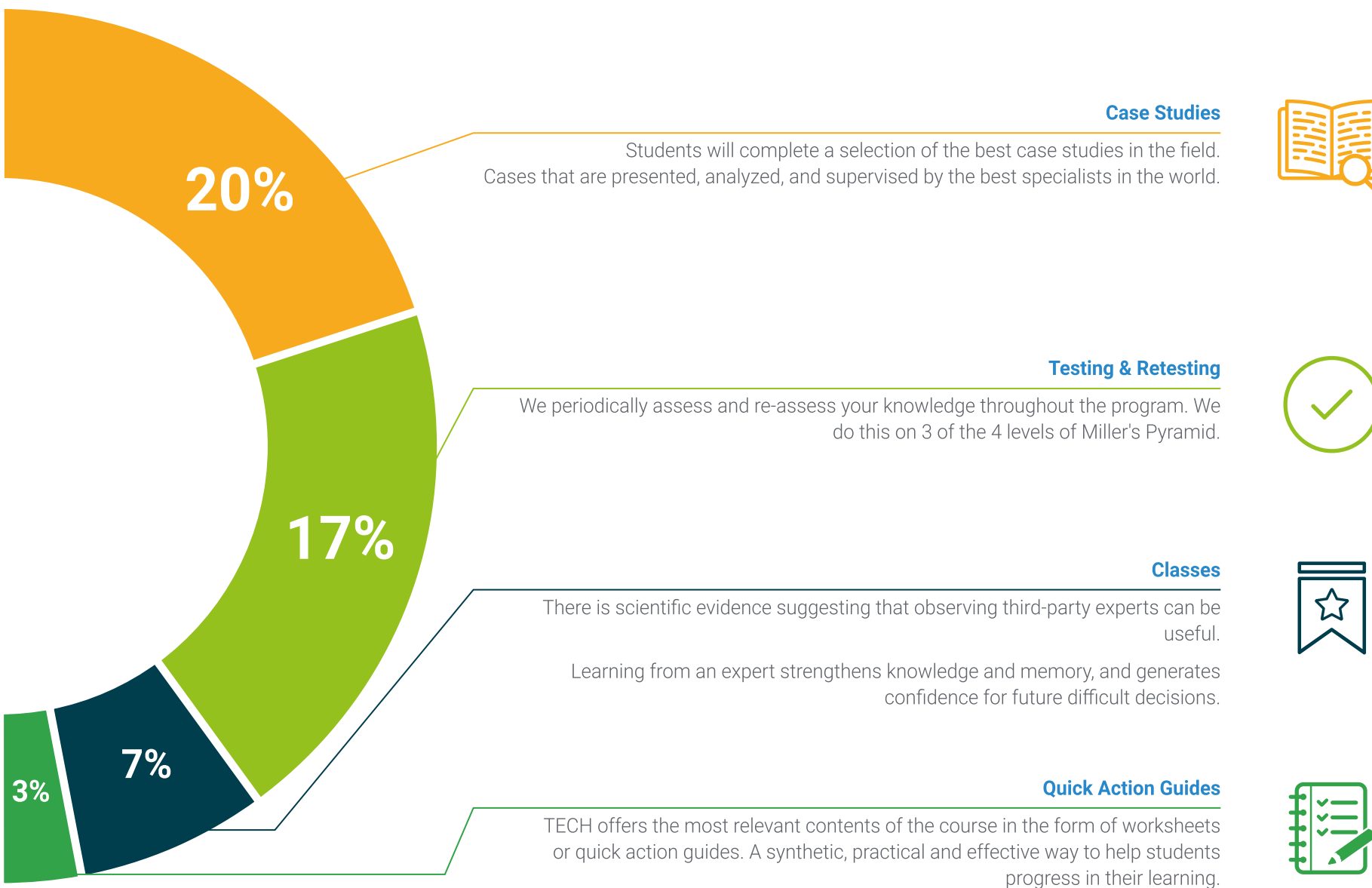
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

This Postgraduate Certificate in Learning Disorders in Literacy guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the 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 diploma for the **Postgraduate Certificate in Learning Disorders in Literacy** 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: **Postgraduate Certificate in Learning Disorders in Literacy**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





Postgraduate Certificate
Learning Disorders
in Literacy

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Learning Disorders in Literacy

