

Hybrid Master's Degree Neuropsychology and Education

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of Applied Psychology** 
Psychologia - accessibilitas, praxis, adhibitio

tech  global
university



Hybrid Master's Degree

Neuropsychology and Education

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitute.com/us/psychology/hybrid-master-degree/hybrid-master-degree-neuropsychology-education

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01

Introduction to the Program

The role of Neuropsychology in Education has gained relevance in recent decades, especially with advances in Neuroscience that have allowed a better understanding of the brain and its relation to learning processes. However, as educational demands increase, psychologists face the challenge of adapting their therapeutic and teaching approaches to more effectively address the neurocognitive needs of students. For this reason, it is essential that specialists have comprehensive knowledge of neuropsychological models that influence the educational process in order to offer practical strategies for application in the classroom. In this context, TECH presents an innovative university degree focused on Neuropsychology and Education.



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Thanks to this Hybrid Master's Degree, you will create educational strategies tailored to the cognitive and emotional needs of students to improve their integral development”

According to a new report by the World Health Organization, approximately 15% of school-age students have learning difficulties that affect their school performance. This fact highlights the need to apply more precise intervention strategies based on neuroscience. Faced with this reality, experts have a responsibility to develop innovative approaches that use neuroscientific advances to identify, understand and treat cognitive difficulties from an early age.

With the aim of facilitating this work, TECH is launching a cutting-edge Hybrid Master's Degree in Neuropsychology and Education. Designed by true experts in the field, the academic program will delve into aspects ranging from the most sophisticated techniques for early detection of learning difficulties or the creation of intervention programs tailored to the specific requirements of students to the use of the main Information and Communication Technologies. In this way, graduates will be able to transform the educational environment, applying methods based on neuroscience to address the cognitive and emotional needs of each student.

On the other hand, after completing the online theoretical stage, the university degree includes an Internship Program in a leading organization. In this way, graduates will be able to enter a real work scenario with state-of-the-art resources, where they will form part of a multidisciplinary work team to develop interventions that meet the cognitive and emotional needs of students.

This **Hybrid Master's Degree in Neuropsychology and Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of more than 100 case studies presented by professionals in Neurology and Education
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out a internship in one of the best companies



You will implement neuroeducational approaches and apply innovative techniques such as new technologies to optimize user learning"

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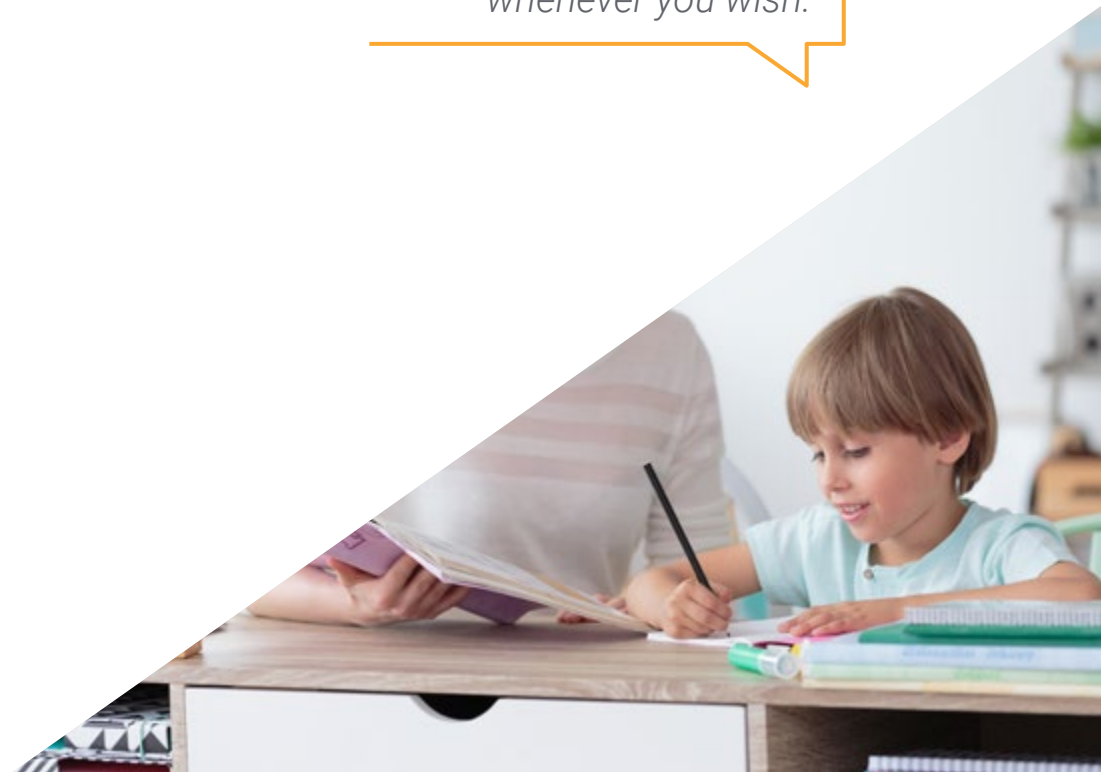
You will undertake an intensive 3-week internship at a prestigious center in the field of Neuropsychology and Education”

In this vocationally-oriented, Hybrid Master's Degree, the program is aimed at updating professionals in Neuropsychology and Education. The content is based on the latest scientific evidence and is didactically oriented to integrate theoretical knowledge into daily clinical practice.

Thanks to its multimedia content, developed with the latest educational technology, it will allow Neuropsychology and Education professionals to have situated and contextual learning, that is, a simulated environment that will provide immersive learning programmed to prepare them for real situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will have a solid knowledge of cognitive rehabilitation approaches that allow intervention in neuropsychological deficits in educational contexts.

You will be able to access the Virtual Campus at any time and download the contents to consult them whenever you wish.



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.



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*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".

Forbes

The best online university in the world

The most complete
syllabus

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.

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.

TOP
international faculty



The most effective methodology

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 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.

World's No.1

The World's largest online university

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.

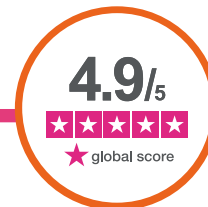
Leaders in employability

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.



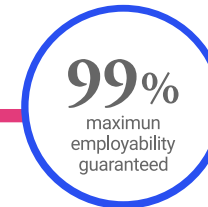
Google Premier Partner

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 teaching materials that make up this Hybrid Master's Degree have been developed by leading experts in the field of Neuropsychology and Education. The syllabus will therefore delve into issues ranging from the fundamentals of neuroscience and the different types of learning to the early identification of difficulties during the teaching process. Graduates will therefore be highly qualified to implement personalized interventions that optimize the learning process of students.





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You will gain in-depth knowledge of the use of cutting-edge neuropsychological tools to promote cognitive and emotional development at different stages of education, from childhood to adolescence”

Module 1. Basis of Neurosciences

- 1.1. The Nervous System and Neurons
 - 1.1.1. Introduction
 - 1.1.2. Development and Latest Approaches
- 1.2. Basic Anatomy of Learning-Related Structures
 - 1.2.1. Description
 - 1.2.2. Physiology of Learning
- 1.3. Psychological Processes Related to Learning
 - 1.3.1. Emotions and Learning
 - 1.3.2. Emotional Approaches
- 1.4. The Main Brain Structures Related to Motor Skills
 - 1.4.1. Brain and Motor Development
 - 1.4.2. Laterality and Development
- 1.5. The Plastic Brain and Neuroplasticity
 - 1.5.1. Definition of Plasticity
 - 1.5.2. Neuroplasticity and Education
- 1.6. Epigenetics
 - 1.6.1. Definition and Origins
- 1.7. Effects of the Environment on Brain Development
 - 1.7.1. Current Theories
 - 1.7.2. The Influence of the Environment on Child Development
- 1.8. Changes in the Infant's Brain
 - 1.8.1. Brain Development in Infancy
 - 1.8.2. Features
- 1.9. Evolution of the Adolescent Brain
 - 1.9.1. Brain Development in Adolescence
 - 1.9.2. Features
- 1.10. The Adult Brain
 - 1.10.1. Characteristics of the Adult Brain
 - 1.10.2. The Adult Brain and Learning

Module 2. Developmental Neuropsychology

- 2.1. Neuroscience
 - 2.1.1. Introduction
 - 2.1.2. Concept of Neuroscience
 - 2.1.3. Neuromyths
- 2.2. The Brain: Structure and Function
 - 2.2.1. Primary Brain Structures
 - 2.2.2. Triune Model
 - 2.2.3. Bilateral Model
 - 2.2.4. Cognitive Brain and Emotional Brain
 - 2.2.5. Neurons
 - 2.2.6. What are Neurotransmitters?
- 2.3. Neuroscience and Learning
 - 2.3.1. What is learning?
 - 2.3.2. Mirror Neurons
 - 2.3.3. Levels of Learning
 - 2.3.4. Learning Styles
 - 2.3.5. Types of Learning
- 2.4. Multiple Intelligences
 - 2.4.1. Definition
 - 2.4.2. Classification
 - 2.4.3. Multiple Intelligences and Neurodidactics
 - 2.4.4. Multiple Intelligences in the Classroom
 - 2.4.5. Advantages and Drawbacks in Education
- 2.5. Neuroscience - Education
 - 2.5.1. Neuroeducation
 - 2.5.2. Memory
 - 2.5.3. Emotion
 - 2.5.4. Attention
 - 2.5.5. Motivation
 - 2.5.6. Contributions of Neurodidactics to Learning Strategies

- 2.6. Neuroscience in the Classroom
 - 2.6.1. The figure of the Neuroeducator
 - 2.6.2. Neuroeducational and Neuropedagogical Importance
 - 2.6.3. Empathic Attitude and Learning
 - 2.6.4. Classroom Applications
 - 2.6.5. Classroom Organization
- 2.7. Playing and New Technologies
 - 2.7.1. Etymology of Playing
 - 2.7.2. Benefits of Playing
 - 2.7.3. Learning by Playing
 - 2.7.4. The Neurocognitive Process
 - 2.7.5. Basic Principles of Educational Games
 - 2.7.6. Neuroeducation and Board Games
 - 2.7.7. Educational Technology and Neuroscience
 - 2.7.8. Development of Executive Functions
- 2.8. Body and Brain
 - 2.8.1. The Connection between Body and Brain
 - 2.8.2. The Social Brain
 - 2.8.3. How do we Prepare the Brain for Learning?
 - 2.8.4. Diet
 - 2.8.5. Rest and Learning
- 2.9. Neuroscience for Preventing School Failure
 - 2.9.1. Benefits of Neuroscience
 - 2.9.2. Elements for a Success-oriented Pedagogy
 - 2.9.3. Some Suggestions for Improving the Learning Process
- 2.10. Reason and Emotion
 - 2.10.1. The Binomial Reason and Emotion
 - 2.10.2. What are Emotions Good for?
 - 2.10.3. Why Educate Emotions in the Classroom
 - 2.10.4. Effective Learning through Emotions

Module 3. Neuroeducation

- 3.1. Introduction to Neuroeducation
- 3.2. Main Neuromyths
- 3.3. Attention
- 3.4. Emotion
- 3.5. Motivation
- 3.6. The Learning Process
- 3.7. Memory
- 3.8. Stimulation and Early Interventions
- 3.9. Importance of Creativity in Neuroeducation
- 3.10. Methodologies that Allow the Transformation of Education into Neuroeducation

Module 4. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- 4.1. Vision: Functioning and Neuropsychological Bases
 - 4.1.1. Introduction
 - 4.1.2. Development of the Visual System at Birth
 - 4.1.3. Risk Factors
 - 4.1.4. Development of Other Sensory Systems During Infancy
 - 4.1.5. Influence of Vision on the Visuomotor System and its Development
 - 4.1.6. Normal and Binocular Vision
 - 4.1.7. Anatomy of Human Eyes
 - 4.1.8. Eye Functions
 - 4.1.9. Other Functions
 - 4.1.10. Visual Pathways to the Cerebral Cortex
 - 4.1.11. Elements that Favor Visual Perception
 - 4.1.12. Vision Diseases and Alterations
 - 4.1.13. Most Common Eye Disorders or Diseases: Classroom Interventions
 - 4.1.14. Computer Vision Syndrome (CVS)
 - 4.1.15. Attitudinal Observation of the Student
 - 4.1.16. Summary
 - 4.1.17. Bibliographical References

- 4.2. Visual Perception, Assessment and Intervention Programs
 - 4.2.1. Introduction
 - 4.2.2. Human Development: Development of the Sensory Systems
 - 4.2.3. Sensory Perception
 - 4.2.4. Neurodevelopment
 - 4.2.5. Description of the Perceptual Process
 - 4.2.6. Color Perception
 - 4.2.7. Perception and Visual Skills
 - 4.2.8. Evaluation of Visual Perception
 - 4.2.9. Intervention for the Improvement of Visual Perception
 - 4.2.10. Summary
 - 4.2.11. Bibliographical References
- 4.3. Tracking Eye Movements
 - 4.3.1. Introduction
 - 4.3.2. Eye Movements
 - 4.3.3. Tracking Eye Movements
 - 4.3.4. Ocular Motility Recording and Assessment
 - 4.3.5. Ocular Motility-Related Disorders
 - 4.3.6. The Visual System and Reading
 - 4.3.7. Development of Skills in Learning to Read
 - 4.3.8. Improvement and Training Programs and Activities
 - 4.3.9. Summary
 - 4.3.10. Bibliographical References
- 4.4. Saccadic Movements and Their Implication in Reading
 - 4.4.1. Introduction
 - 4.4.2. Models of the Reading Process
 - 4.4.3. Saccadic Movements and Their Relation to Reading
 - 4.4.4. How are Saccadic Movements Evaluated?
 - 4.4.5. The Reading Process at the Visual Level
 - 4.4.6. Visual Memory in the Reading Process
 - 4.4.7. Investigations to Study the Relationship Between Visual Memory and Reading
 - 4.4.8. Reading Difficulties
 - 4.4.9. Specialized Teachers
 - 4.4.10. Social Educators
 - 4.4.11. Summary
 - 4.4.12. Bibliographical References
- 4.5. Visual Accommodation and its Relation to Posture in the Classroom
 - 4.5.1. Introduction
 - 4.5.2. Mechanisms that Allow for Accommodation or Focus
 - 4.5.3. How is Visual Accommodation Assessed?
 - 4.5.4. Body Posture in the Classroom
 - 4.5.5. Visual Accommodation Training Programs
 - 4.5.6. Aids for Visually Impaired Students
 - 4.5.7. Summary
 - 4.5.8. Bibliographical References
- 4.6. Structure and Function of the Ear
 - 4.6.1. Introduction
 - 4.6.2. The World of Sound
 - 4.6.3. Sound and its Propagation
 - 4.6.4. The Auditory Receptors
 - 4.6.5. Ear Structure
 - 4.6.6. Development of the Hearing System at Birth
 - 4.6.7. Development of Sensory Systems during Infancy
 - 4.6.8. Influence of the Ear on Balance Development
 - 4.6.9. Ear Diseases
 - 4.6.10. Summary
 - 4.6.11. Bibliographical References
- 4.7. Auditory Perception
 - 4.7.1. Introduction
 - 4.7.2. Guidelines for Detecting Auditory Perception Problems
 - 4.7.3. The Perceptive Process
 - 4.7.4. Role of the Auditory Pathways in Perceptual Processes
 - 4.7.5. Children with Impaired Auditory Perception
 - 4.7.6. Evaluation Tests
 - 4.7.7. Summary
 - 4.7.8. Bibliographical References

- 4.8. Evaluation of Hearing and its Alterations
 - 4.8.1. Introduction
 - 4.8.2. Evaluation of the External Auditory Canal
 - 4.8.3. Otoscopy
 - 4.8.4. Air Audiometry
 - 4.8.5. Bone Conduction Hearing
 - 4.8.6. Curve of the Pain Threshold
 - 4.8.7. Tone Audiometry, Vocal Audiometry and Acoustic Audiometry
 - 4.8.8. Hearing Impairment: Degrees and Types of Hearing Loss
 - 4.8.9. Causes of Hearing Loss
 - 4.8.10. Psychobiological Aspects of Hearing Impairment
 - 4.8.11. Summary
 - 4.8.12. Bibliographical References
- 4.9. Hearing and Learning Development
 - 4.9.1. Introduction
 - 4.9.2. Development of the Human Ear
 - 4.9.3. Programs, Activities and Games for Auditory Development in Children
 - 4.9.4. Berard Method
 - 4.9.5. Tomatis Method
 - 4.9.6. Visual and Hearing Health
 - 4.9.7. Adaptations of Curricular Elements
 - 4.9.8. Summary
 - 4.9.9. Bibliographical References
- 4.10. Vision and Hearing Processes Involved in Reading
 - 4.10.1. Introduction
 - 4.10.2. Tracking Eye Movements
 - 4.10.3. The Visual System and Reading
 - 4.10.4. Dyslexia
 - 4.10.5. Color-Based Therapies for Dyslexia
 - 4.10.6. Visual Impairment Aids
 - 4.10.7. Summary
 - 4.10.8. Bibliographical References

- 4.11. Relationship Between Vision and Hearing in Language
 - 4.11.1. Introduction
 - 4.11.2. Relationship Between Vision and Hearing
 - 4.11.3. Verbal-Auditory and Visual Information Processing
 - 4.11.4. Intervention Programs for Hearing Disorders
 - 4.11.5. Guidelines for Teachers
 - 4.11.6. Summary
 - 4.11.7. Bibliographical References

Module 5. Motor Skills, Laterality and Writing

- 5.1. Neurodevelopment and Learning
 - 5.1.1. Introduction
 - 5.1.2. Perceptual Development
 - 5.1.3. Neuropsychological Basis of Motor Development
 - 5.1.4. Laterality Development
 - 5.1.5. Interhemispheric Communication through the Corpus Callosum
 - 5.1.6. Ambidextrousness
 - 5.1.7. Summary
 - 5.1.8. Bibliographical References
- 5.2. Psychomotor Development
 - 5.2.1. Introduction
 - 5.2.2. Gross Psychomotricity
 - 5.2.3. General Dynamic Coordination: Basic Skills
 - 5.2.4. Fine Motor Skills and their Relationship with Writing
 - 5.2.5. Psychomotor Development Assessment
 - 5.2.6. Summary
 - 5.2.7. Bibliographical References

5.3. Neuropsychology of Motor Development

- 5.3.1. Introduction
- 5.3.2. Relationship between Motor and Psychism
- 5.3.3. Disorders of Motor Development
- 5.3.4. Coordination Acquisition Disorders
- 5.3.5. Vestibular System Disorders
- 5.3.6. Writing
- 5.3.7. Summary
- 5.3.8. Bibliographical References

5.4. Introduction to Laterality Development

- 5.4.1. Introduction
- 5.4.2. Laterality Tests
- 5.4.3. Observation Guidelines for Teachers
- 5.4.4. Crossed Laterality
- 5.4.5. Types of Cross Laterality
- 5.4.6. Relationship between Dyslexia and Laterality
- 5.4.7. Relationship between Laterality and Attention, Memory and Hyperactivity Problems
- 5.4.8. Summary
- 5.4.9. Bibliographical References

5.5. Development of Laterality at Different Ages

- 5.5.1. Introduction
- 5.5.2. Laterality Definition
- 5.5.3. Types of Laterality
- 5.5.4. Corpus Callosum
- 5.5.5. Cerebral Hemispheres
- 5.5.6. Development of the Prelateral, Contralateral and Lateral Stages
- 5.5.7. Summary
- 5.5.8. Bibliographical References

5.6. Motor Disorders and Related Learning Difficulties

- 5.6.1. Introduction
- 5.6.2. Motor Disorders
- 5.6.3. Learning Difficulties
- 5.6.4. Summary
- 5.6.5. Bibliographical References

5.7. Writing Process and Acquisition

- 5.7.1. Introduction
- 5.7.2. Reading Difficulties
- 5.7.3. Comprehension Problems that Students May Develop
- 5.7.4. Evolutionary Development of Writing
- 5.7.5. History of Writing
- 5.7.6. Neuropsychological Basis of Writing
- 5.7.7. Teaching Written Expression
- 5.7.8. Methods of Teaching Writing
- 5.7.9. Writing Workshops
- 5.7.10. Summary
- 5.7.11. Bibliographical References

5.8. Dysgraphia

- 5.8.1. Introduction
- 5.8.2. Learning Styles
- 5.8.3. Executive Functions Involved in Learning
- 5.8.4. Definition of Dysgraphia and Types
- 5.8.5. Common Indicators of Dysgraphia
- 5.8.6. Classroom Aids for Students with Dysgraphia
- 5.8.7. Individual Aids
- 5.8.8. Summary
- 5.8.9. Bibliographical References

- 5.9. Contribution of Laterality to the Development of Reading and Writing
 - 5.9.1. Introduction
 - 5.9.2. Importance of Laterality in the Learning Process
 - 5.9.3. Laterality in the Reading and Writing Processes
 - 5.9.4. Laterality and Learning Difficulties
 - 5.9.5. Summary
 - 5.9.6. Bibliographical References
- 5.10. Role of the School Psychologist and Guidance Counselors for Prevention, Development and Learning Difficulties
 - 5.10.1. Introduction
 - 5.10.2. The Guidance Department
 - 5.10.3. Intervention Programs
 - 5.10.4. Advances in Neuropsychology in Learning Difficulties
 - 5.10.5. Training the Teaching Staff
 - 5.10.6. Summary
 - 5.10.7. Bibliographical References
- 5.11. Parent Orientation
 - 5.11.1. How to Inform Parents
 - 5.11.2. Activities to Improve Academic Performance
 - 5.11.3. Activities to Improve Lateral Development
 - 5.11.4. Problem-Solving Strategies
 - 5.11.5. Summary
 - 5.11.6. Bibliographical References
- 5.12. Psychomotor Assessment and Intervention
 - 5.12.1. Introduction
 - 5.12.2. Psychomotor Development
 - 5.12.3. Psychomotor Assessment
 - 5.12.4. Psychomotor Intervention
 - 5.12.5. Summary
 - 5.12.6. Bibliographical References

Module 6. Research Methodology

- 6.1. Research Methodology
 - 6.1.1. Introduction
 - 6.1.2. The Importance of Research Methodology
 - 6.1.3. Scientific Knowledge
 - 6.1.4. Research Approaches
 - 6.1.5. Summary
 - 6.1.6. Bibliographical References
- 6.2. Choosing the Topic to Research
 - 6.2.1. Introduction
 - 6.2.2. The Issue of Research
 - 6.2.3. Defining the Problem
 - 6.2.4. Choice of the Research Question
 - 6.2.5. Research Objectives
 - 6.2.6. Variables: Types
 - 6.2.7. Summary
 - 6.2.8. Bibliographical References
- 6.3. Research Proposal
 - 6.3.1. Introduction
 - 6.3.2. Research Hypothesis
 - 6.3.3. Feasibility of the Research Project
 - 6.3.4. Introduction and Justification of the Research
 - 6.3.5. Summary
 - 6.3.6. Bibliographical References
- 6.4. Theoretical Framework
 - 6.4.1. Introduction
 - 6.4.2. Elaboration of the Theoretical Framework
 - 6.4.3. Resources Used
 - 6.4.4. APA Standards
 - 6.4.5. Summary
 - 6.4.6. Bibliographical References

- 6.5. Bibliography
 - 6.5.1. Introduction
 - 6.5.2. Importance of Bibliographic References
 - 6.5.3. How to Reference According to APA Standards?
 - 6.5.4. Format of Annexes: Tables and Figures
 - 6.5.5. Bibliography Managers: What are They? and How to Use Them?
 - 6.5.6. Summary
 - 6.5.7. Bibliographical References
- 6.6. Methodological Framework
 - 6.6.1. Introduction
 - 6.6.2. Roadmap
 - 6.6.3. Sections to be Included in the Methodological Framework
 - 6.6.4. The Population
 - 6.6.5. The Sample
 - 6.6.6. Variables
 - 6.6.7. Instruments
 - 6.6.8. Procedure
 - 6.6.9. Summary
 - 6.6.10. Bibliographical References
- 6.7. Research Designs
 - 6.7.1. Introduction
 - 6.7.2. Types of Designs
 - 6.7.3. Characteristics of the Designs Used in Psychology
 - 6.7.4. Research Designs Used in Education
 - 6.7.5. Research Designs Used in Educational Neuropsychology
 - 6.7.6. Summary
 - 6.7.7. Bibliographical References
- 6.8. Quantitative Research
 - 6.8.1. Introduction
 - 6.8.2. Designing Randomized Groups
 - 6.8.3. Designing Randomized Groups with Blocks
 - 6.8.4. Other Designs used in Psychology
 - 6.8.5. Statistical Techniques in Quantitative Research
 - 6.8.6. Summary
 - 6.8.7. Bibliographical References
- 6.9. Quantitative Research II
 - 6.9.1. Introduction
 - 6.9.2. Unifactorial Intrsubject Designs
 - 6.9.3. Techniques for Controlling the Effects of Intrsubject Designs
 - 6.9.4. Statistical Techniques
 - 6.9.5. Summary
 - 6.9.6. Bibliographical References
- 6.10. Results
 - 6.10.1. Introduction
 - 6.10.2. How to Gather Data?
 - 6.10.3. How to Analyze Data?
 - 6.10.4. Statistical Programs
 - 6.10.5. Summary
 - 6.10.6. Bibliographical References
- 6.11. Descriptive Statistics
 - 6.11.1. Introduction
 - 6.11.2. Research Variables
 - 6.11.3. Quantitative Analyses
 - 6.11.4. Qualitative Analyses
 - 6.11.5. Resources that Can Be Used
 - 6.11.6. Summary
 - 6.11.7. Bibliographical References
- 6.12. Hypothesis Contrast
 - 6.12.1. Introduction
 - 6.12.2. Statistical Hypotheses
 - 6.12.3. How to Interpret Significance (P-Value)?
 - 6.12.4. Criteria for Analyzing Parametric and Non-Parametric Tests
 - 6.12.5. Summary
 - 6.12.6. Bibliographical References

- 6.13. Correlational Statistics and Independence Analysis
 - 6.13.1. Introduction
 - 6.13.2. Pearson Correlation
 - 6.13.3. Spearman's Correlation and Chi-Square
 - 6.13.4. Results
 - 6.13.5. Summary
 - 6.13.6. Bibliographical References
- 6.14. Group Comparison Statistics
 - 6.14.1. Introduction
 - 6.14.2. Mann-Whitney T-Test and Mann-Whitney U-Test
 - 6.14.3. T-Test and Wilcoxon Signed Ranges
 - 6.14.4. The Results
 - 6.14.5. Summary
 - 6.14.6. Bibliographical References
- 6.15. Discussion and Conclusions
 - 6.15.1. Introduction
 - 6.15.2. What is Discussion
 - 6.15.3. Organization of the Discussion
 - 6.15.4. Conclusions
 - 6.15.5. Limitations and Outlook
 - 6.15.6. Summary
 - 6.15.7. Bibliographical References
- 6.16. Producing the Final Master's Degree Dissertation
 - 6.16.1. Introduction
 - 6.16.2. Front Page and Contents
 - 6.16.3. Introduction and Justification
 - 6.16.4. Theoretical Framework
 - 6.16.5. Methodological Framework
 - 6.16.6. The Results
 - 6.16.7. Intervention Program
 - 6.16.8. Discussion and Conclusions
 - 6.16.9. Summary
 - 6.16.10. Bibliographical References

Module 7. Multiple Intelligences, Creativity, Talent and High Capacities

- 7.1. Theory of Multiple Intelligences
 - 7.1.1. Introduction
 - 7.1.2. Background
 - 7.1.3. Conceptualization
 - 7.1.4. Validation
 - 7.1.5. Premises and Basic Principles of Theories
 - 7.1.6. Neuropsychological and Cognitive Science
 - 7.1.7. Classification of the Theories of Multiple Intelligences
 - 7.1.8. Summary
 - 7.1.9. Bibliographical References
- 7.2. Types of Multiple Intelligences
 - 7.2.1. Introduction
 - 7.2.2. Types of Intelligence
 - 7.2.3. Summary
 - 7.2.4. Bibliographical References
- 7.3. Assessment of Multiple Intelligences
 - 7.3.1. Introduction
 - 7.3.2. Background
 - 7.3.3. Types of Assessments
 - 7.3.4. Aspects to Consider in the Assessment
 - 7.3.5. Summary
 - 7.3.6. Bibliographical References
- 7.4. Creativity
 - 7.4.1. Introduction
 - 7.4.2. Concepts and Theories of Creativity
 - 7.4.3. Approaches to the Study of Creativity
 - 7.4.4. Characteristics of Creative Thinking
 - 7.4.5. Types of Creativity
 - 7.4.6. Summary
 - 7.4.7. Bibliographical References

- 7.5. Neuropsychological Basis of Creativity
 - 7.5.1. Introduction
 - 7.5.2. Background
 - 7.5.3. Characteristics of Creative People
 - 7.5.4. Creative Products
 - 7.5.5. Neuropsychological Bases of Creativity
 - 7.5.6. Influence of the Environment and Context on Creativity
 - 7.5.7. Summary
 - 7.5.8. Bibliographical References
- 7.6. Creativity in the Educational Context
 - 7.6.1. Introduction
 - 7.6.2. Creativity in the Classroom
 - 7.6.3. Stages of the Creative Process
 - 7.6.4. How to Work on Creativity?
 - 7.6.5. Connection Between Creativity and Thinking
 - 7.6.6. Modification in the Educational Context
 - 7.6.7. Summary
 - 7.6.8. Bibliographical References
- 7.7. Methodologies for Developing Creativity
 - 7.7.1. Introduction
 - 7.7.2. Programs for Developing Creativity
 - 7.7.3. Projects for Developing Creativity
 - 7.7.4. Promoting Creativity in the Family Context
 - 7.7.5. Summary
 - 7.7.6. Bibliographical References
- 7.8. Creativity Assessment and Guidance
 - 7.8.1. Introduction
 - 7.8.2. Considerations on Assessment
 - 7.8.3. Evaluation Tests
 - 7.8.4. Subjective Assessment Tests
 - 7.8.5. Guidance on Assessment
 - 7.8.6. Summary
 - 7.8.7. Bibliographical References



- 7.9. High Capacities and Talents
 - 7.9.1. Introduction
 - 7.9.2. Relationship Between Giftedness and High Capacities
 - 7.9.3. Connection Between Heredity and Environment
 - 7.9.4. Neuropsychological Foundation
 - 7.9.5. Models of Giftedness
 - 7.9.6. Summary
 - 7.9.7. Bibliographical References
- 7.10. Identification and Diagnosis of High Capacities
 - 7.10.1. Introduction
 - 7.10.2. Main Characteristics
 - 7.10.3. How to Identify High Capacities?
 - 7.10.4. Role the Involved Agents
 - 7.10.5. Assessment Tests and Instruments
 - 7.10.6. Intervention Programs
 - 7.10.7. Summary
 - 7.10.8. Bibliographical References
- 7.11. Problems and Difficulties
 - 7.11.1. Introduction
 - 7.11.2. Problems and Difficulties in the School Environment
 - 7.11.3. Myths and Beliefs
 - 7.11.4. Desynchronies
 - 7.11.5. Differential Diagnosis
 - 7.11.6. Differences Between Genders
 - 7.11.7. Educational Needs
 - 7.11.8. Summary
 - 7.11.9. Bibliographical References
- 7.12. Connection Between Multiple Intelligences, High Capacities, Talent and Creativity
 - 7.12.1. Introduction
 - 7.12.2. Connection Between Multiple Intelligences and Creativity
 - 7.12.3. Connection Between Multiple Intelligences, High Capacities and Talents
 - 7.12.4. Differences Between Talent and High Capacities
 - 7.12.5. Creativity, High Capacities and Talent
 - 7.12.6. Summary
 - 7.12.7. Bibliographical References

Module 8. Dyslexia, Dyscalculia and Hyperactivity

- 8.1. Conceptualization of Dyslexia
 - 8.1.1. Introduction
 - 8.1.2. Definition
 - 8.1.3. Neuropsychological Bases
 - 8.1.4. Features
 - 8.1.5. Subtypes
 - 8.1.6. Summary
 - 8.1.7. Bibliographical References
- 8.2. Neuropsychological Assessment of Dyslexia
 - 8.2.1. Introduction
 - 8.2.2. Diagnostic Criteria for Dyslexia
 - 8.2.3. How to Assess?
 - 8.2.4. Interview with the Tutor
 - 8.2.5. Reading and Writing
 - 8.2.6. Neuropsychological Assessment
 - 8.2.7. Assessment of Other Related Aspects
 - 8.2.8. Summary
 - 8.2.9. Bibliographical References
- 8.3. Neuropsychological Intervention of Dyslexia
 - 8.3.1. Introduction
 - 8.3.2. Variables Involved
 - 8.3.2. Neuropsychological Field
 - 8.3.3. Intervention Programs
 - 8.3.4. Summary
 - 8.3.5. Bibliographical References
- 8.4. Conceptualization of Dyscalculia
 - 8.4.1. Introduction
 - 8.4.2. Definition of Dyscalculia
 - 8.4.3. Features
 - 8.4.4. Neuropsychological Bases
 - 8.4.5. Summary
 - 8.4.6. Bibliographical References

- 8.5. Neuropsychological Assessment of Dyscalculia
 - 8.5.1. Introduction
 - 8.5.2. Assessment Objectives
 - 8.5.3. How to Assess?
 - 8.5.4. Report
 - 8.5.5. Diagnosis
 - 8.5.6. Summary
 - 8.5.7. Bibliographical References
- 8.6. Neuropsychological Interventions of Dyscalculia
 - 8.6.1. Introduction
 - 8.6.2. Variables Involved in the Treatment
 - 8.6.3. Neuropsychological Rehabilitation
 - 8.6.4. Intervention in Dyscalculia
 - 8.6.5. Summary
 - 8.6.6. Bibliographical References
- 8.7. Conceptualization of ADHD
 - 8.7.1. Introduction
 - 8.7.2. ADHD Definition
 - 8.7.3. Neuropsychological Bases
 - 8.7.4. Characteristics of Children with ADHD
 - 8.7.5. Subtypes
 - 8.7.6. Summary
 - 8.7.7. Bibliographical References
- 8.8. Neuropsychological Assessment of ADHD
 - 8.8.1. Introduction
 - 8.8.2. Assessment Objectives
 - 8.8.3. How to Assess?
 - 8.8.4. Report
 - 8.8.5. Diagnosis
 - 8.8.6. Summary
 - 8.8.7. Bibliographical References

- 8.9. Neuropsychological Interventions of ADHD
 - 8.9.1. Introduction
 - 8.9.2. Neuropsychological Field
 - 8.9.3. Treatment of ADHD
 - 8.9.4. Other Therapies
 - 8.9.5. Intervention Programs
 - 8.9.6. Summary
 - 8.9.7. Bibliographical References
- 8.10. Comorbidity in Neurodevelopmental Disorders
 - 8.10.1. Introduction
 - 8.10.2. Neurodevelopment Disorders
 - 8.10.3. Dyslexia and Dyscalculia
 - 8.10.4. Dyslexia and ADHD
 - 8.10.5. Dyscalculia and ADHD
 - 8.10.6. Summary
 - 8.10.7. Bibliographical References
- 8.11. Neurotechnology
 - 8.11.1. Introduction
 - 8.11.2. Applied to Dyslexia
 - 8.11.3. Applied to Dyscalculia
 - 8.11.4. Applied to ADHD
 - 8.11.5. Summary
 - 8.11.6. Bibliographical References
- 8.12. Guidance for Parents and Teachers
 - 8.12.1. Introduction
 - 8.12.2. Guidance on Dyslexia
 - 8.12.3. Guidance on Dyscalculia
 - 8.12.4. Guidance on ADHD
 - 8.12.5. Summary
 - 8.12.6. Bibliographical References

Module 9. Neurolinguistic Processes, Difficulties and Intervention Programs

- 9.1. Neurobiological Basis Involved in Language
 - 9.1.1. Introduction
 - 9.1.2. Language Definitions
 - 9.1.3. Historical Background
 - 9.1.4. Summary
 - 9.1.5. Bibliographical References
- 9.2. Language Development
 - 9.2.1. Introduction
 - 9.2.2. Appearance of Language
 - 9.2.3. Acquisition of Language
 - 9.2.4. Summary
 - 9.2.5. Bibliographical References
- 9.3. Neuropsychological Approaches to Language
 - 9.3.1. Introduction
 - 9.3.2. Brain Processes of Language
 - 9.3.3. Brain Areas Involved
 - 9.3.4. Neurolinguistic Processes
 - 9.3.5. Brain Centers Involved in Comprehension
 - 9.3.6. Summary
 - 9.3.7. Bibliographical References
- 9.4. Neuropsychology of Language Comprehension
 - 9.4.1. Introduction
 - 9.4.2. Brain Areas Involved in Comprehension
 - 9.4.3. Sounds
 - 9.4.4. Syntactic Structures for Linguistic Comprehension
 - 9.4.5. Semantic Processes and Meaningful Learning
 - 9.4.6. Reading Comprehension
 - 9.4.7. Summary
 - 9.4.8. Bibliographical References
- 9.5. Communication Through Language
 - 9.5.1. Introduction
 - 9.5.2. Language as a Tool for Communication
 - 9.5.3. Evolution of Language
 - 9.5.4. Social Communication
 - 9.5.5. Summary
 - 9.5.6. Bibliographical References
- 9.6. Language Disorders
 - 9.6.1. Introduction
 - 9.6.2. Speech and Language Disorders
 - 9.6.3. Professionals Involved in the Treatment
 - 9.6.4. Classroom Implications
 - 9.6.5. Summary
 - 9.6.6. Bibliographical References
- 9.7. Aphasia
 - 9.7.1. Introduction
 - 9.7.2. Types of Aphasia
 - 9.7.3. Diagnosis
 - 9.7.4. Assessment
 - 9.7.5. Summary
 - 9.7.6. Bibliographical References
- 9.8. Language Stimulation
 - 9.8.1. Introduction
 - 9.8.2. Importance of Language Stimulation
 - 9.8.3. Phonetic-Phonological Stimulation
 - 9.8.4. Lexical-Semantic Stimulation
 - 9.8.5. Morphosyntactic Stimulation
 - 9.8.6. Pragmatic Stimulation
 - 9.8.7. Summary
 - 9.8.8. Bibliographical References

- 9.9. Reading and Writing Disorders
 - 9.9.1. Introduction
 - 9.9.2. Delayed Reading
 - 9.9.3. Dyslexia
 - 9.9.4. Dysorthographia
 - 9.9.5. Dysgraphia
 - 9.9.6. Dyslalia
 - 9.9.7. Treatment of Reading and Writing Disorders
 - 9.9.8. Summary
 - 9.9.9. Bibliographical References
- 9.10. Evaluation and Diagnosis of Language Difficulties
 - 9.10.1. Introduction
 - 9.10.2. Language Assessment
 - 9.10.3. Language Assessment Procedures
 - 9.10.4. Psychological Tests for Assessing Language
 - 9.10.5. Summary
 - 9.10.6. Bibliographical References
- 9.11. Intervention in Language Disorders
 - 9.11.1. Introduction
 - 9.11.2. Implementation of Improvement Programs
 - 9.11.3. Improvement Programs
 - 9.11.4. Improvement Programs Using New Technologies
 - 9.11.5. Summary
 - 9.11.6. Bibliographical References
- 9.12. Incidence of Language Difficulties on Academic Performance
 - 9.12.1. Introduction
 - 9.12.2. Linguistic Processes
 - 9.12.3. Incidence of Language Disorders
 - 9.12.4. Relationship Between Hearing and Language
 - 9.12.5. Summary
 - 9.12.6. Bibliographical References

- 9.13. Guidance for Parents and Teachers
 - 9.13.1. Introduction
 - 9.13.2. Language Stimulation
 - 9.13.3. Reading Stimulation
 - 9.13.4. Summary
 - 9.13.5. Bibliographical References

Module 10. Emerging Educational Alternatives in the Management of Learning Difficulties

- 10.1. Introduction
- 10.2. Information and Communication Technologies (ICT)
 - 10.2.1. Theoretical Fundamentals of ICT
 - 10.2.2. Historical Development of ICT
 - 10.2.3. Classification of ICT
 - 10.2.3.1. Synchronous
 - 10.2.3.2. Asynchronous
 - 10.2.4. ICT Features
 - 10.2.5. Potential of ICT in Different Contexts of Society
- 10.3. ICT in Educational Environments
 - 10.3.1. Contribution of ICT to Education in General
 - 10.3.1.1. Traditional Education and ICT Incorporation
 - 10.3.1.2. Impact of ICT in 21st Century Education
 - 10.3.1.3. Learning and Teaching With ICT: Expectations, Realities and Potential
 - 10.3.2. ICT Approaches in the Care of Learning Difficulties
 - 10.3.2.1. ICT as an Educational Resource for the Care of Learning Difficulties
 - 10.3.2.1.1. Teaching Reading
 - 10.3.2.1.2. Teaching Writing
 - 10.3.2.1.3. Teaching Mathematics
 - 10.3.2.1.4. Attention Attention Deficit Hyperactivity Disorder (ADHD)
 - 10.3.3. Role of the Teacher in the use of ICT
 - 10.3.3.1. In the Classroom
 - 10.3.3.2. Out-of-Classroom Spaces

- 10.4. Chess and its Pedagogical Value
 - 10.4.1. Brief Historical Review of Chess
 - 10.4.2. Its Playful Nature
 - 10.4.3. Pedagogical Fundamentals of Play-Science
 - 10.4.4. Chess as an Educational Tool: In the School Context and in Socially Vulnerable Environments
 - 10.4.5. Potential of Chess in the Teaching- Learning Process of Students with Learning Difficulties
 - 10.4.5.1. Contributions of Chess in Cognitive Activity
 - 10.4.5.1.1. Attention
 - 10.4.5.1.2. Memory
 - 10.4.5.1.3. Motivation
 - 10.4.5.1.4. Managing Emotions
 - 10.4.5.1.5. Strategic Thinking
 - 10.4.5.1.6. Intelligence
 - 10.4.5.1.7. Transfer of Learning
 - 10.4.5.2. Contributions of Chess in the Context of Executive Functions
 - 10.4.5.2.1. Organization
 - 10.4.5.2.2. Planning
 - 10.4.5.2.3. Execution (Planning, Inhibitory Control, Self-Monitoring)
 - 10.4.5.2.4. Evaluation / Review
- 10.5. Chess as a Binding Element of the School-Family-Community Triad in the Management of Learning Disabilities
 - 10.5.1. Strengths in the Use of Chess in School to Promote Family Participation in the Educational Process
 - 10.5.2. Possibilities That Chess Offers to Promote Participation of the Community in the School
- 10.6. Meditation: From Spiritual Practice to its Current Expansion
 - 10.6.1. A Brief Approach to Meditation as an Educational Tool
 - 10.6.1.1. Concept of Meditation
 - 10.6.1.2. Origin of Meditation
 - 10.6.1.3. Its Expansion into Different Fields
- 10.7. Educational Potential of Meditation to Manage Learning Difficulties and Attention to Diversity
 - 10.7.1. Scientific Evidence of the Effects of Meditation on the Body, Brain and Interpersonal Relationships
 - 10.7.1.1. Neurological Effects: Structural, Biochemical and Functional in the Brain
 - 10.7.1.2. Psychological Effects
 - 10.7.1.3. Physical Effects
 - 10.7.2. Impact of Meditation Practice in Schoolchildren
 - 10.7.3. Impact of Meditation on Teacher's Modes of Action
 - 10.7.4. Impact of Meditation Practice in School Environment
- 10.8. Activities for the Integration of Knowledge and its Practical Application
- 10.9. Recommending Readings
- 10.10. Bibliography



You will enjoy a library full of multimedia resources in different audiovisual formats, among which interactive summaries stand out”

04

Teaching Objectives

The design of this Hybrid Master's Degree in Neuropsychology and Education at TECH is aimed at enabling psychologists to acquire advanced skills in the application of neuropsychological knowledge in the field of education. Through a comprehensive approach, the program prepares professionals to intervene effectively in the cognitive and emotional development of students, favoring their school performance and well-being in dynamic educational contexts.



“

You will identify a variety of behavioral disorders and address them using strategies from Educational Neuropsychology”



General Objective

- The overall objective of this university degree is to provide psychologists with a practical and in-depth update on the application of Neuropsychology in educational contexts. Using innovative methods, professionals will develop advanced clinical skills to effectively intervene in the learning and well-being of students, improving both their academic and emotional performance in educational environments



With the innovative Relearning system used by TECH, you will reduce the long hours of study and memorization"





Specific Objectives

Module 1. Basis of Neurosciences

- ♦ Study the anatomy of the brain and its relationship to learning
- ♦ Learn the brain basis of motor development
- ♦ Explore the quality of brain plasticity
- ♦ Analyze the various agents affecting child, adolescent and adult brain development

Module 2. Developmental Neuropsychology

- ♦ Study the neurobiological basis of development
- ♦ Explore the bases of differential cognitive functioning
- ♦ Develop educational applications of metacognitive regulation and neurobiological markers
- ♦ Learn to make a clinical diagnosis based on the knowledge learnt

Module 3. Neuroeducation

- ♦ Reflect on the meaning of neuroeducation
- ♦ Explore the peculiarities and fundamental characteristics of the different areas of the brain associated with emotions and learning

Module 4. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- ♦ Detect, evaluate and intervene in the classroom with visually impaired students
- ♦ Acquire the ability to work for the improvement of visual perception

Module 5. Motor Skills, Laterality and Writing

- ♦ Delve into the relationship between learning and neurodevelopment in the educational field
- ♦ Delve into the aspects related to gross and fine psychomotor skills

Module 6. Research Methodology

- ♦ Learn research methodology and its different approaches
- ♦ Develop a complete research method, from the choice of the topic, to the proposal and production

Module 7. Multiple Intelligences, Creativity, Talent and High Abilities

- ♦ Learn all aspects related to the theory of multiple intelligences and their assessment
- ♦ Learn the neuropsychological basis of creativity and its development in the educational context

Module 8. Dyslexia, Dyscalculia and Hyperactivity

- ♦ Incorporate the necessary knowledge to detect and intervene in the classroom in cases of dyscalculia, dyslexia and TDH
- ♦ Know the possibilities of neurotechnology applied to dyslexia, ADHD and dyscalculia





Module 9. Neurolinguistic Processes, Difficulties and Intervention Programs

- ♦ Develop the neurobiological aspects involved in language development
- ♦ Study the neuropsychological bases of language and the possibilities of language work and development
- ♦ Analyze the processes of language comprehension, sounds and reading comprehension
- ♦ Analyze language and literacy disorders

Module 10. Emerging Educational Alternatives in the Management of Learning Difficulties

- ♦ Learn about information and communication technologies and how they are linked to the management of difficulties
- ♦ Know the use of ICTs in educational centers
- ♦ Discover the benefits of chess as an educational tool
- ♦ Gain knowledge about the benefits of medication for the management of difficulties



Delve into the most relevant theory in this field, subsequently applying it in a real work environment”

05 Internship

Once the first online theoretical stage has been completed, the syllabus requires graduates to undertake a practical internship in a leading company in the field of Neuropsychology and Education. Throughout this immersive experience, they will have the support of a tutor who is highly specialized in this field and who will guide them throughout the process, both in the preparation and in the development of the internship.



“

You will undertake an Internship Program at a renowned institution, where you will delve into the latest advances in Neuropsychology and Education”

The Internship Program period of this Neuropsychology and Education program consists of a 3-week practical stay in a renowned institution, from Monday to Friday with shifts of 8 consecutive hours of practical training alongside an assistant specialist.

In this Internship Program, which is completely practical in nature, the activities are aimed at developing and honing the skills necessary for the provision of Neuropsychology and Education services in conditions that require a high level of qualification, and which are oriented towards specific training for the exercise of the activity, in an environment of patient safety and high professional performance.

It is undoubtedly an opportunity to learn by working in an innovative educational environment where the integration of Neuropsychological Sciences with teaching is at the heart of the learning culture.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training colleagues that facilitate teamwork and multidisciplinary integration as transversal competencies for the practice of Neuropsychology and Education (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the program, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:





Module	Practical Activity
Cognitive Development Psychology	Carry out tests to analyze the cognitive, motor, social and emotional development of children and adolescents
	Develop and implement specific intervention programs based on the cognitive and emotional development needs of students
	Provide guidance to parents to manage and support children and adolescents with developmental difficulties, promoting an inclusive learning environment adapted to their needs
	Continuously monitor students' progress in their cognitive, social and emotional abilities, evaluating the effectiveness of interventions and adapting strategies as necessary
Diverse Cognitive Abilities	Apply assessment models based on Howard Gardner's theory of multiple intelligences to identify students' diverse forms of intelligence
	Create and adapt educational programs that adjust to the cognitive and creative strengths of students, maximizing their potential and promoting an individualized approach to learning
	Develop teaching activities and strategies that stimulate creativity and problem solving
	Implement strategies that favor the development of both cognitive and socio-emotional skills in students, promoting a balance between high intellectual capacity and emotional well-being
Dyslexia, Dyscalculia and Hyperactivity Disorders	Conduct reading, spelling, reading comprehension and phonological processing tests to identify specific problems related to reading and writing
	Create intervention plans focused on improving reading, writing and reading comprehension, using approaches such as multisensory reading and phonology
	Constant monitoring of students' progress through continuous assessment of their academic and behavioral performance, adjusting interventions as necessary
	Implementation of relaxation, mindfulness and emotional self-regulation techniques for students with hyperactivity
Brain Language Processes	Development of intervention programs based on neurolinguistic approaches to improve language comprehension and production in users with language difficulties related to neurological processes
	Implement personalized interventions to treat language disorders related to neurological problems, using techniques such as speech therapy, reading and writing exercises
	Create strategies and didactic activities for children with difficulties in language development due to neurological disorders, promoting the acquisition of language skills and adequate verbal expression
	Using technology tools such as language stimulation software and assisted communication devices to support students and patients with communication difficulties and improve their language skills

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both practical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

This academic itinerary allows graduates to carry out a practical internship in a prestigious institution where they can apply all their knowledge of Neuropsychology and Education in practice. It should be noted that, in order to bring this program to more specialists, TECH offers professionals the opportunity to do it in multiple institutions around the world. In this way, this institution strengthens its commitment to quality and affordable education for all.



“

*You will undertake an Internship Program
in a leading organization in the field of
Neuropsychology and Education.*



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Psychology

Novopedia, centro psicológico del aprendizaje

Country	City
Spain	Alicante

Address: Avenida José Jornet Navarro, Bajo, Local 1, 03005, Alicante

Psychological learning center located in Alicante

Related internship programs:

- Neuropsychology and Education
- Educational Psychopedagogy





“

You will combine theory and professional practice through a demanding and rewarding educational approach”

07

Career Opportunities

This Hybrid Master's Degree in Neuropsychology and Education from TECH offers psychologists the opportunity to update their skills and acquire advanced tools in Neuropsychology applied to the educational field. With this specialized knowledge, graduates will be able to improve their professional performance and broaden their job prospects in educational and clinical institutions, thereby promoting the integral development of students.



“

Do you want to work as a neuropsychologist in an academic environment? Achieve it through this university degree in just 12 months”

Graduate Profile

Graduates of this university program will be professionals highly skilled in the application of neuropsychological principles in educational environments. At the same time, they will develop skills in the assessment, design and implementation of personalized interventions to optimize student learning and well-being. They will also be prepared to lead research projects in educational neuropsychology and promote innovative approaches, ensuring the integral development of students and improving their academic performance.

You will use advanced technology tools to support the assessment and intervention of users with cognitive difficulties.

- ♦ **Application of Neuropsychological Strategies in the Classroom:** Ability to integrate neuropsychological knowledge into educational practice, designing and implementing personalized interventions to optimize students' learning and cognitive development
- ♦ **Cognitive and Emotional Difficulty Resolution:** Ability to identify and address learning disorders through strategies based on neuropsychological approaches that favor emotional well-being and academic performance
- ♦ **Promotion of Educational Inclusion:** Competence to design inclusive educational environments that respond to the diverse cognitive and emotional needs of students, promoting integration and equitable learning
- ♦ **Management of Students' Emotional Well-Being:** Responsibility in the identification and management of the emotional aspects that affect academic performance, implementing intervention programs to promote the mental and emotional health of students





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

1. Psychologist specialized in Educational Neuropsychological Assessment:

Responsible for applying and analyzing neuropsychological tools to assess students' cognitive, emotional and learning abilities.

2. Psychologist in Charge of Intervention Program Design: Responsible for developing and implementing personalized intervention programs, based on neuropsychological approaches, to support students' learning and emotional well-being.

3. Psychologist in Educational and Neuropsychological Consulting: Specialized in offering advice to educational institutions on how to integrate neuropsychological approaches in teaching design and educational attention to students.

4. Educational Psychologist in Emotional Well-being: Specialized in the management of emotional aspects that affect student learning, implementing programs that promote mental health in the school environment.

5. Research Psychologist in Educational Neuropsychology: Dedicated to conducting research on how brain processes affect learning, contributing to the development of new teaching methodologies based on neuropsychology.

6. Psychologist specialized in Technologies for Inclusive Education: Uses advanced technology tools to support the assessment and intervention of students with cognitive and emotional difficulties.

7. Psychologist in Curriculum Adaptation: Responsible for adapting the educational curriculum to meet the cognitive and emotional needs of students, applying neuropsychological principles to ensure inclusive learning.

08

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

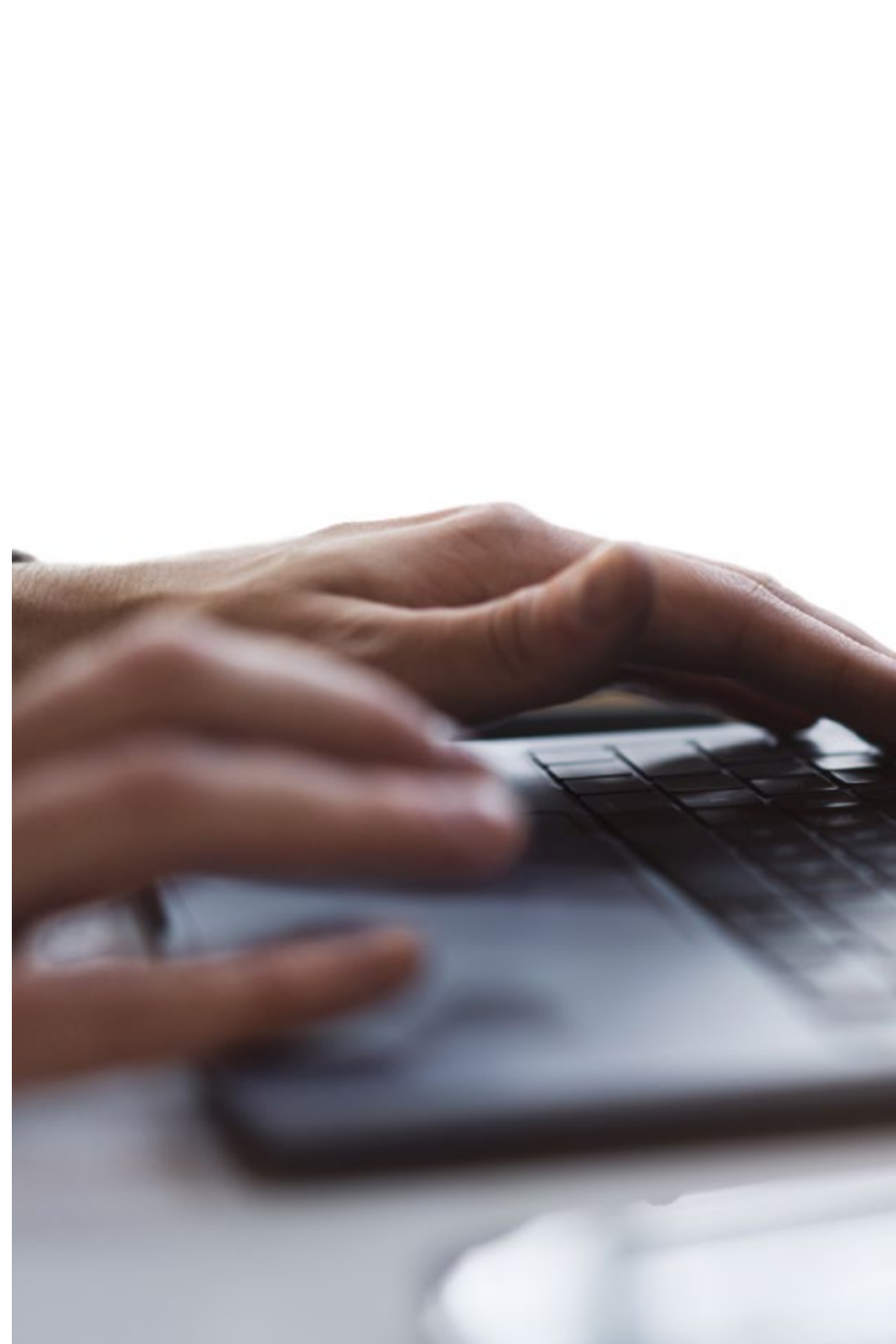
In TECH's study methodology, the student is the main protagonist.

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.

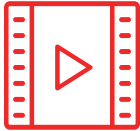
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

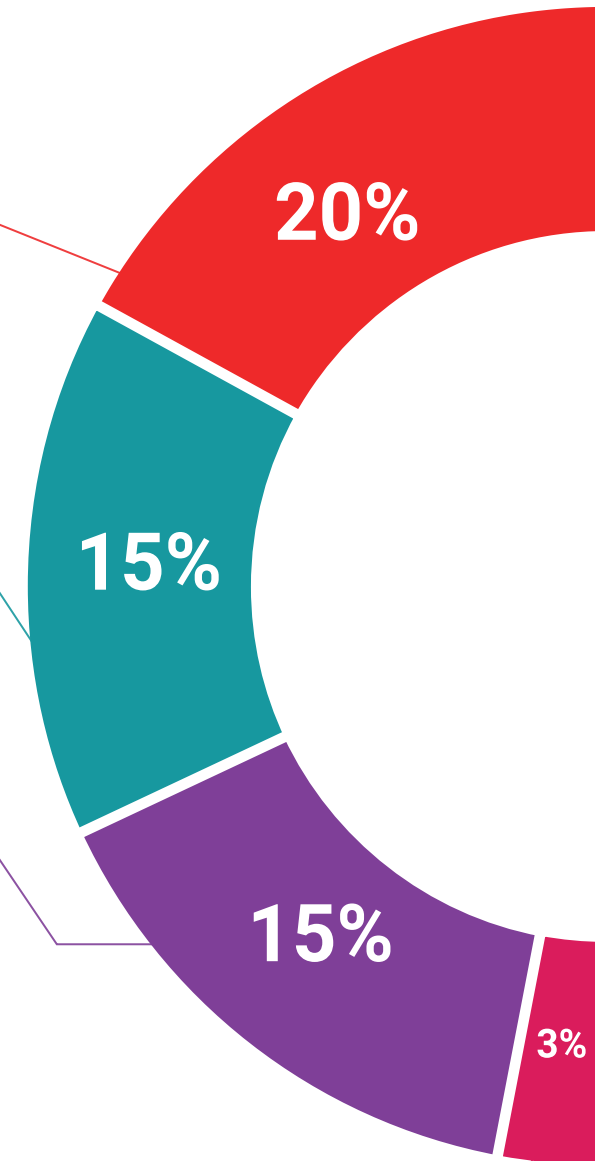
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

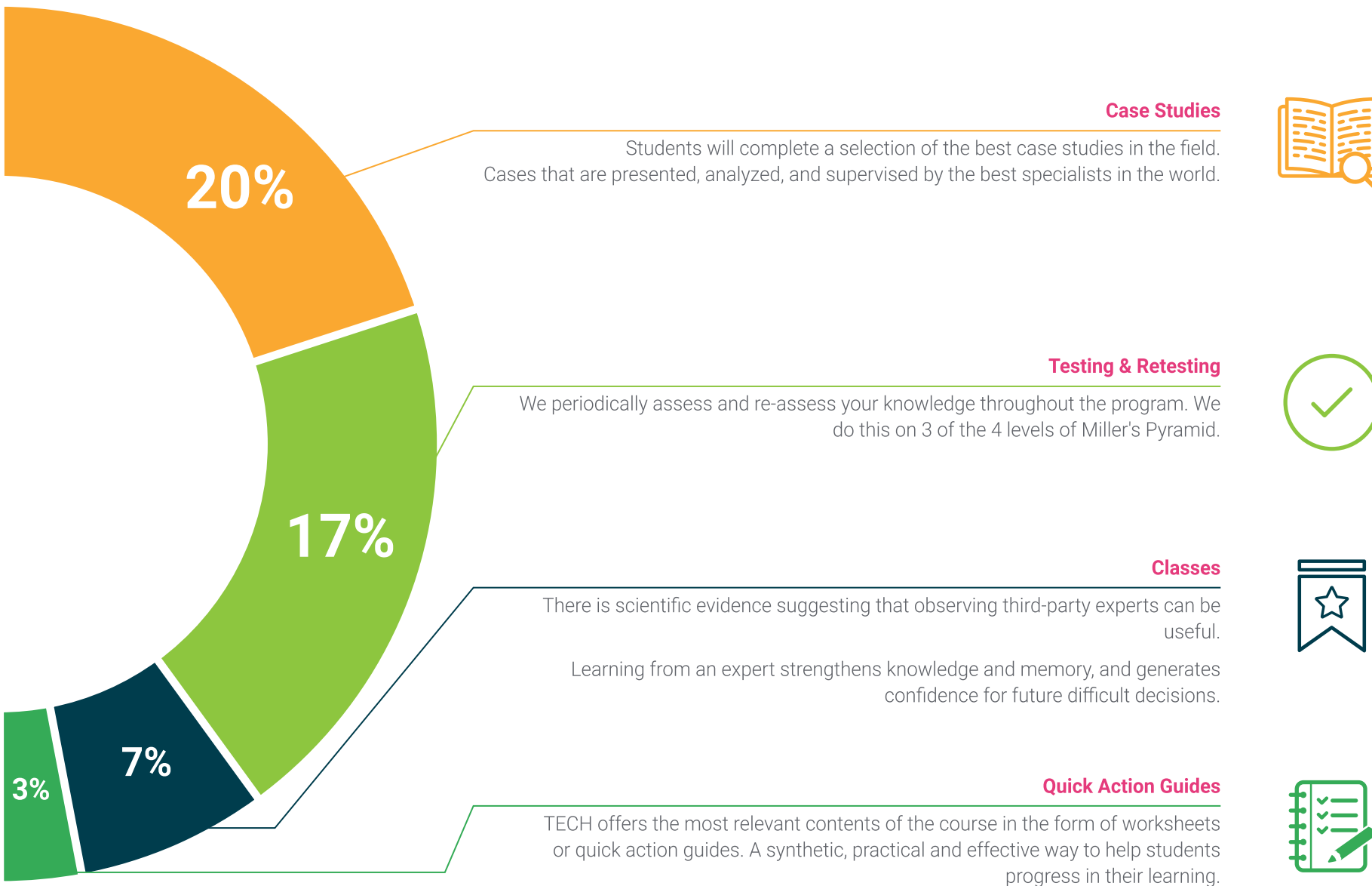
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





09

Teaching Staff

TECH's main commitment is to offer the most comprehensive and innovative university programs on the academic scene, which is why it carries out a rigorous process to select its teaching staff. Thanks to this effort, the present Hybrid Master's Degree has the participation of authentic references in the field of Neuropsychology and Education. In this way, they have developed a large amount of teaching content that stands out both for its high quality and for its adaptation to the demands of the current labor market. Graduates will therefore have access to an intensive experience that will considerably broaden their professional horizons.





“

You will be advised at all times by the teaching staff, made up of professionals with extensive experience in Neuropsychology and Education”

Management



Ms. Sánchez Padrón, Nuria Ester

- ♦ General Health Psychologist at Vitaliti
- ♦ Teacher of Educational Reinforcement at Radio ECCA
- ♦ Degree in Psychology from La Laguna University
- ♦ Master's Degree in General Health Psychology from the University of La Rioja
- ♦ Specialist in Emergency Psychological Care of the Red Cross
- ♦ Specialist in Psychological Care in Penitentiary Institutions



10 Certificate

This Hybrid Master's Degree in Neuropsychology and Education guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid 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 **Hybrid Master's Degree in Neuropsychology and Education** 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.

TECH is a member of the European Association of Applied Psychology (EAAP), an organization that brings together the best specialists and experts in psychology from more than 120 countries. Thanks to this, students will have access to panel discussions, forums, exclusive material and connections with professionals and research centers from all over the world, thereby expanding their opportunities for learning and professional development.

TECH is a member of:



Title: **Hybrid Master's Degree in Neuropsychology and Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 + 4 ECTS**





Hybrid Master's Degree
Neuropsychology and Education

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Master's Degree Neuropsychology and Education

TECH is a member of: **European Association
of Applied Psychology** 
Psychologia - accessibilitas, praxis, adhibitio



tech global
university