

Master's Degree

Social and Occupational Psychopedagogy



Master's Degree

Social and Occupational Psychopedagogy

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

Website: www.techtitude.com/us/psychology/master-degree/master-social-occupational-psychopedagogy

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Course Management

p. 18

05

Structure and Content

p. 22

06

Methodology

p. 38

07

Certificate

p. 46

01

Introduction

Previously, the figure of the psychopedagogue was only limited to the school environment, but due to the constant changes that society has undergone and that have affected several sectors, it has become necessary for these professionals to become strongly involved in different areas of intervention, such as labor or social. A boost to the profession that has intensely determined the progress in research and development and, indispensably, the need for updating and advancement of its professionals. In this program focused on psychopedagogy in social and work environments, the student will be able to acquire all the knowledge that will put him/her at the forefront of this discipline.



“

The figure of the psychopedagogue has evolved, so it is essential to have the necessary information to grow professionally in this field”

Since its formal origin, psycho-pedagogy has managed to reach, by its own means, a place in the current scientific panorama. In this way, they have succeeded in turning their research into the subject of articles, monographs and publications at the international level. This has been fundamental to move out of the educational environment and into other sectors, such as the social and labor sectors. In the latter, it is in charge of developing individuals in the learning that their profession demands, as well as improving their performance in a new role and adapting it optimally in the organization they work for.

In its social variant, it has the objective of developing people in an integral manner and the re-education of psychosocial problems, focusing on the needs and issues that concern a population. To this end, an evaluation of the initial state of the social system to be modified is carried out in order to produce a favorable change or transformation.

Based on the above, this program comprehensively addresses the socio-community intervention for the development of more effective psycho-pedagogical techniques. In addition, to approach the work environment from an educational perspective. In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, work or family life, sexual diversity, functional diversity, or any of the new paradigms are not static, but evolve and require, a competent look that sustains, guides, serves as a reference and has in turn, adequate professional support at all times.

With this program in Educational Psychopedagogy, the professional will have a complete overview of the challenges that this type of disciplines has. All from a 100% online modality that gives the student the ease of being able to take the program comfortably, wherever and whenever he/she wants. All you need is a device with internet access to take your career one step further. A modality according to the current times with all the guarantees to position the engineer in a highly demanded sector.

This **Master's Degree in Social and Occupational Psychopedagogy** contains the most complete and updated educational program on the market. Its most outstanding features are:

- ♦ Practical cases presented by Psychopedagogy Experts
- ♦ Graphic, Schematic, and Eminently Practical Content with which they are conceived
- ♦ Latest advancements on School Psychopedagogy
- ♦ Practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Evidence-Based Methodologies in School Psychopedagogy
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Master the basic concepts and tools that will allow you to intervene early, both to prevent and address the biopsychosocial risks that affect children"

“

A Master's Degree developed by experts in psycho-pedagogy who will provide you with their many years of experience in quantitative and qualitative research”

Learn to apply measurement and evaluation techniques and instruments, as well as tools for information analysis in the psycho-pedagogical processes.

Supports and reflects on care during childhood for people who present biological, psychological or social risks.

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02

Objectives

At all times, TECH guarantees the academic excellence of its graduates. For this reason, a program focused on meeting the professional objectives demanded by the sector has been developed. The Master's Degree in Social and Labor Psychopedagogy seeks to value psycho-pedagogical and socio-educational intervention as a necessary tool in situations of psychosocial risk for families. Consequently, the student will be able to maintain a holistic view of human development and bring that thinking to reflection.





“

Diagnoses, plans, implements and evaluates health education projects and generates positive change in a community”



General Objectives

- Acquire new competencies and skills in the field of Psychopedagogy
- Update knowledge in the area of psychopedagogy within the school context
- Develop the ability to cope with new situations in the school context
- Encourage interest in the ongoing professional development of practitioners
- Learn about different intervention options
- Explore new ways to address special educational needs





Specific Objectives

Module 1. Main Psychological Theories and Stages of Development

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

Module 2. Psychopedagogical Assessment, Diagnosis, and Counseling

- ♦ Manage the main theories that explain human development
- ♦ Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 3. Educational Measurement, Research and Innovation

- ♦ Investigate and innovate in counseling techniques to respond to the new demands of society
- ♦ Apply measurement and evaluation techniques and instruments, as well as tools for information analysis in psychopedagogical processes

Module 4. Psychopedagogical Assessment in Social and Community Settings

- ♦ Understand socio-community intervention to develop psycho-pedagogical techniques
- ♦ Develop different socio-educational programs according to age groups

Module 5. Career Entry, Lifelong Learning, and Professional Development

- ♦ Approach labor and social settings from an educational perspective
- ♦ Provide students with the key elements of social and occupational services and projects



Module 6. Design, Management, and Evaluation of Social and Occupational Projects

- ♦ Approach labor and social settings from an educational perspective
- ♦ Reflect on the concepts of an information and a knowledge society
- ♦ Delve about the quality of social and labor projects and services

Module 7. Early Intervention

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

Module 8. Health Education and Hospital Psychopedagogy

- ♦ Reflect on the concept of health and its socio-political implications
- ♦ Learn about the role of the educator as a mediator in health education
- ♦ Define the concept of health education and health promotion and prevention
- ♦ Understand health from the ecology of human development

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

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

Module 10. Adaptation to Multiple Intelligence Situations

- ♦ Learn the evolutionary processes of intelligence development
- ♦ Study the concepts of intelligence and learning in psychoeducational intervention environments

Module 11. Technological Innovation in Teaching

- ♦ Learn about the latest technological advances applicable to education
- ♦ Implement new technology in the curriculum development of students with SEN



“

*Recognizes the different
intervention models and types of
programs, as well as their evolution”*

03

Skills

The program has been established to allow the student to develop analytical and problem-solving skills in a work-like environment, being able to maintain a reflective and critical mentality about the psycho-pedagogical reality, favoring changes and innovations that improve the quality of life of individuals in a social and work environment. After passing the program evaluations, the professional will have acquired the necessary competencies for a quality and updated practice based on a more innovative didactic methodology.





“

Develops sufficient mastery of existing educational programs to be applied”



General Skills

- ♦ Maintain a reflective and critical behavior in the face of social and psycho-pedagogical reality, and favor changes and innovations that lead to an improvement in the quality of individual and social life
- ♦ Master Psychopedagogical skills and abilities necessary to promote learning and coexistence in the classroom and other environments through cooperation strategies
- ♦ Apply Theoretical Knowledge and Scientific Advances in Psychopedagogy to Professional Practice and Research
- ♦ Apply the code of ethics of the profession, considering the rights of users and the legislation in force

“

Learn how to work with different ages and apply the appropriate intervention to enhance your social analysis”





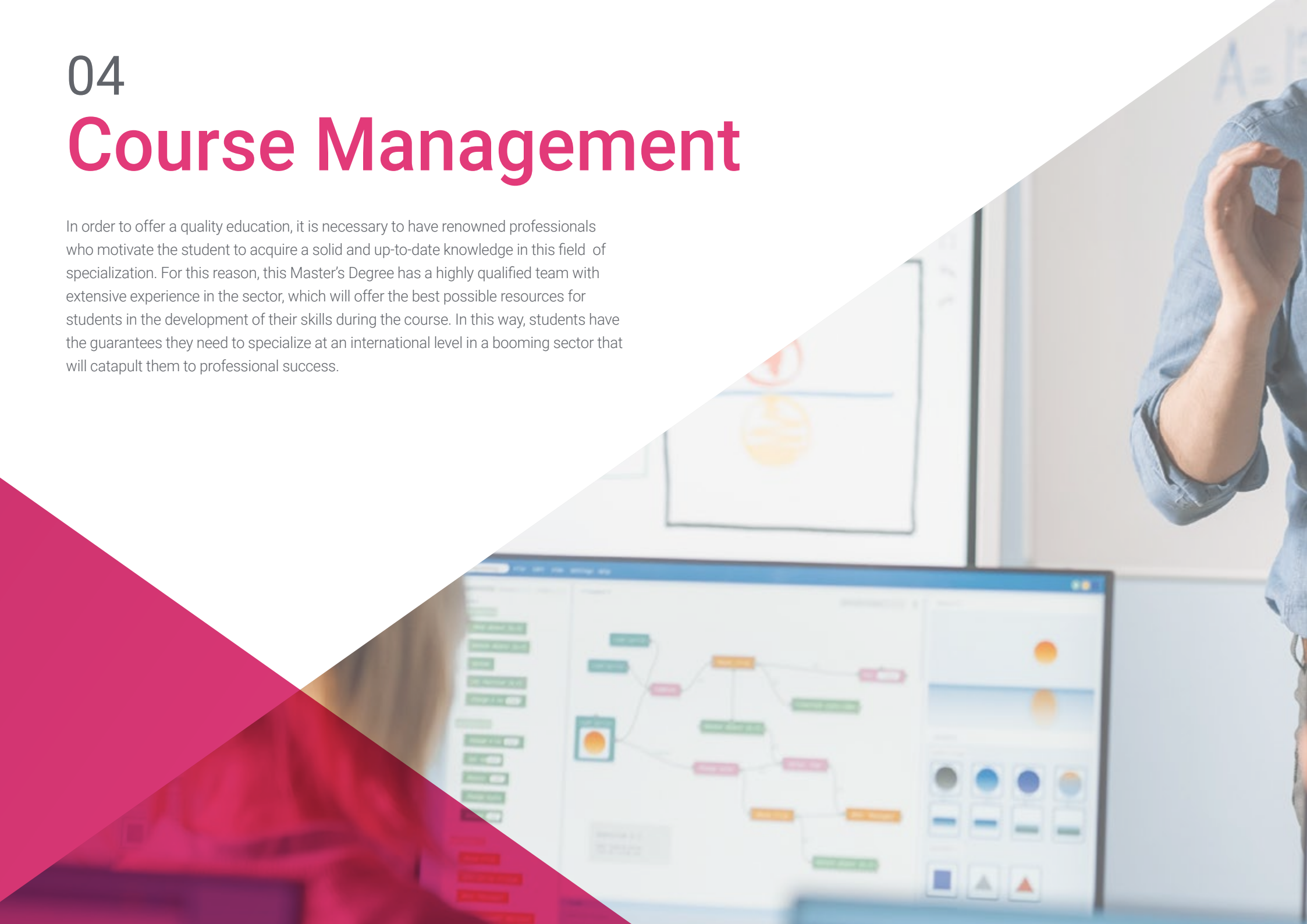
Specific Skills

- ♦ Explain and develop the fundamentals of the different evolutionary stages of human development
- ♦ Make a diagnosis directed to the intervention with patients in the social and occupational area of Psychopedagogy
- ♦ Be able to adequately plan Psychopedagogical Research
- ♦ Use the Qualitative and Quantitative means of Measurement concerning Interventions and Developments
- ♦ Incorporate into the work tools, the existing measurement and evaluation instruments and evaluation tools
- ♦ To develop efficient socio-community intervention programs
- ♦ Have an adequate command of the existing educational programs to be implemented
- ♦ Know how to work with different age groups and apply timely intervention
- ♦ Have the ability to efficiently orient towards labor market insertion
- ♦ Recognize the existing labor integration pathways
- ♦ Design a complete and efficient socio-labor project
- ♦ Know how to use all existing resources
- ♦ Apply the Dynamics of Family Intervention in Psychosocial Risk Situations
- ♦ Intervene between Family and School in a Proactive and Dynamic way
- ♦ Know how to Intervene in the Elderly in a Useful and Efficient way
- ♦ Know and Apply all the Existing Services for the Elderly
- ♦ Perform a Comprehensive Assessment of Aging
- ♦ Create protocols for inclusive education
- ♦ Utilize existing resources for inclusive education
- ♦ Develop measures to promote inclusion
- ♦ Incorporate the latest Technological Advances applicable to education into the Work Method
- ♦ Turn new technology into a daily resource in the curricular development of students with SEN

04

Course Management

In order to offer a quality education, it is necessary to have renowned professionals who motivate the student to acquire a solid and up-to-date knowledge in this field of specialization. For this reason, this Master's Degree has a highly qualified team with extensive experience in the sector, which will offer the best possible resources for students in the development of their skills during the course. In this way, students have the guarantees they need to specialize at an international level in a booming sector that will catapult them to professional success.



“

To develop efficient socio-community intervention programs with the support of an excellent teaching team”

Management



Mr. Álvaro Alfonso Suárez

- ♦ Psychopedagogue specializing in SEN students
- ♦ Teacher of educational reinforcement for SEN students
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social Integration Technician
- ♦ Graduate in Psychopedagogy from the University of Laguna



05

Structure and Content

To meet the requirements of excellence that every TECH graduate must have, this program has been developed in order to bring together the best of theory and practice in this discipline. With each module, the student will be able to use qualitative and quantitative measurement tools related to interventions and development of new instruments to improve socio-community and labor intervention programs. All this, from a global perspective for the sake of its application at an international level, incorporating all the fields of work involved in professional development in this type of work environment.





“

Have sufficient mastery of existing educational programs to be applied in a social or work environment”

Module 1. Main Psychological Theories and Stages of Development

- 1.1. Main Authors and Psychological Theories of Childhood Development
 - 1.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 1.1.2. E. Erikson's Theory of Psychosocial Development
 - 1.1.3. Jean Piaget's Theory of Cognitive Development
 - 1.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 1.1.3.2. Stages of Cognitive Development
 - 1.1.3.3. Sensorimotor Stage (0-2 Years)
 - 1.1.3.4. Preoperational Stage: Preoperational Substage (2-7 Years)
 - 1.1.3.5. Stage of Concrete Operations (7-11 Years)
 - 1.1.3.6. Formal Operational Stage (11-12 Years and Older)
 - 1.1.4. Sociocultural Theory of Lev Vygotsky
 - 1.1.4.1. How to learn?
 - 1.1.4.2. Higher Psychological Functions
 - 1.1.4.3. Language, A Mediating Tool
 - 1.1.4.4. Zone of Proximal Development
 - 1.1.4.5. Development and Social Context
- 1.2. Introduction to Early Intervention
 - 1.2.1. History of Early Intervention
 - 1.2.2. Definition of Early Care
 - 1.2.2.1. Levels of Intervention in Early Intervention
 - 1.2.2.2. Main Fields of Action
 - 1.2.3. What is an Early Childhood Development and Early Intervention Center (ECDIC)?
 - 1.2.3.1. Concept of ECDIC
 - 1.2.3.2. Functioning of a ECDIC
 - 1.2.3.3. Professionals and Areas of Intervention
- 1.3. Developmental Aspects
 - 1.3.1. Developmental Aspects of Development 0-3 Years
 - 1.3.1.1. Introduction
 - 1.3.1.2. Motor Development
 - 1.3.1.3. Cognitive Development
 - 1.3.1.4. Language Development
 - 1.3.1.5. Social Development

- 1.3.2. Developmental Aspects of Development 3-6 Years
 - 1.3.2.1. Introduction
 - 1.3.2.2. Motor Development
 - 1.3.2.3. Cognitive Development
 - 1.3.2.4. Language Development
 - 1.3.2.5. Social Development
- 1.4. Warning Signs in Child Development
- 1.5. Cognitive and Socio-affective Development from 7 to 11 Years
- 1.6. Cognitive Development during Adolescence and Early Youth

Module 2. Psychopedagogical Assessment, Diagnosis, and Counseling

- 2.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
 - 2.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
 - 2.1.1.1. Concept of Educational Diagnosis
 - 2.1.1.2. Functions of Educational Diagnosis
 - 2.1.1.3. Qualities of the Diagnostician
 - 2.1.2. Dimensions, Scopes, and Areas of Action
 - 2.1.2.1. Dimensions in Psychopedagogical Intervention
 - 2.1.2.2. Spheres and Areas of Intervention
- 2.2. Psychopedagogical Assessment: Function and Nature
 - 2.2.1. Concept, Purpose, and Context
 - 2.2.1.1. Concept of Psychopedagogical Assessment
 - 2.2.1.2. Purpose of the Psychopedagogical Assessment
 - 2.2.1.3. Context of the Assessment
 - 2.2.2. Psychopedagogical Assessment Procedure. Assessment in the School and Family Context
 - 2.2.2.1. Psychopedagogical Assessment Procedure
 - 2.2.2.2. Assessment in the School Context
 - 2.2.2.3. Assessment in the Family Context
- 2.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
 - 2.3.1. The Diagnostic Process and Stages
 - 2.3.1.1. Diagnostic Process
 - 2.3.1.2. Stages of Diagnosis

- 2.4. Psychopedagogical Assessment Process according to Different Spheres of Action
 - 2.4.1. Assessment as a Process
 - 2.4.2. Spheres of Action and Areas of Intervention and Assessment in the School and Family Context
 - 2.4.2.1. Scope and Domains of Action
 - 2.4.2.2. Assessment Process at School
 - 2.4.2.3. Assessment Process in Family Settings
- 2.5. Design and Phases in the Psychopedagogical Assessment
 - 2.5.1. Psychopedagogical Assessment Procedure and Phases
 - 2.5.1.1. Psychopedagogical Assessment Procedure
 - 2.5.1.2. Psychopedagogical Assessment Phases
- 2.6. Psychopedagogical Assessment Techniques and Tools
 - 2.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
 - 2.6.1.1. Qualitative Assessment Techniques and Instruments
 - 2.6.1.2. Quantitative Assessment Techniques and Instruments
- 2.7. Psychopedagogical Assessment at School
 - 2.7.1. Assessment in Classroom, School and Family Settings
 - 2.7.1.1. Assessment in the Classroom Context
 - 2.7.1.2. Assessment in the Center Context
 - 2.7.1.3. Assessment in the Family Context
- 2.8. Returning Information and Follow-up
 - 2.8.1. Return of Information and Follow-up
 - 2.8.1.1. Return
 - 2.8.1.2. Monitoring
- 2.9. Psychopedagogical Guidance Models
 - 2.9.1. Clinical Model, Consultation Model, and Program Model
 - 2.9.1.1. Clinical Model
 - 2.9.1.2. Consultation Model
 - 2.9.1.3. Program Model
- 2.10. School Guidance: Tutorial and Family Guidance
 - 2.10.1. School Guidance and the Tutoring Function. Tutorial Action Plan
 - 2.10.1.1. School Guidance
 - 2.10.1.2. Tutorial Role
 - 2.10.1.3. Tutorial Action Plan

- 2.11. Vocational, Professional and Career Guidance
 - 2.11.1. Guidance and Vocational/Professional/Career Maturity. Approaches and Interests
 - 2.11.1.1. Vocational Orientation and Maturity
 - 2.11.1.2. Professional Guidance and Maturity
 - 2.11.1.3. Career Guidance and Maturity
 - 2.11.1.4. Approaches and Interests
- 2.12. Guidance in Health-Social Contexts and Situations of Vulnerability or Social Exclusion
 - 2.12.1. Definition, Purpose, and Health-Social Contexts and Situations of Vulnerability or Social Exclusion. Counseling Guidelines
 - 2.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
 - 2.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

Module 3. Educational Measurement, Research and Innovation

- 3.1. Introduction to Education Research and Innovation
 - 3.1.1. Relationship between Innovation and Research. The Need for Research and Innovation in Education
 - 3.1.1.1. Innovation Concept
 - 3.1.1.2. Research Concept
 - 3.1.1.3. Relationship between Innovation and Research
 - 3.1.1.4. The Need for Research and Innovation in Education
- 3.2. Research Planning I
 - 3.2.1. Modalities of Educational Research and Innovation
 - 3.2.1.1. Quantitative Approach
 - 3.2.1.2. Qualitative Approach
 - 3.2.2. Stages of the Research and Innovation Process
- 3.3. Research Planning II
 - 3.3.1. Planning and Development of the Research or Field Work Dissemination of Results
 - 3.3.1.1. Planning of the Research or Field Work
 - 3.3.1.2. Development of the Research or Field Work
 - 3.3.1.3. Dissemination of Results

- 3.4. Selecting a Topic and Drafting a Paper
 - 3.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework. Project and Final Report
 - 3.4.1.1. Selection of the Study Topic
 - 3.4.1.2. Elaboration of the Theoretical Framework
 - 3.4.1.3. Project and Final Report
- 3.5. Quantitative Designs I
 - 3.5.1. Experimental Designs, Intergroup Designs, and Intragroup Designs
 - 3.5.1.1. Experimental Designs
 - 3.5.1.2. Intergroup Designs
 - 3.5.1.3. Intragroup Designs
- 3.6. Quantitative Designs II
 - 3.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
 - 3.6.1.1. Quasi-Experimental Designs
 - 3.6.1.2. Descriptive Designs
 - 3.6.1.3. Correlational Designs
- 3.7. Qualitative Designs
 - 3.7.1. Conceptualization and Modalities of Qualitative Research
 - 3.7.1.1. Conceptualization of Qualitative Research
 - 3.7.1.2. Ethnographic Research
 - 3.7.1.3. The Case Study
 - 3.7.1.4. Biographical-Narrative Research
 - 3.7.1.5. Grounded Theory
 - 3.7.1.6. Action Research
- 3.8. Innovative Methodologies
 - 3.8.1. Educational Innovation for School Improvement. Innovation and ICT
 - 3.8.1.1. Educational Innovation for School Improvement
 - 3.8.1.2. Innovation and ICT
- 3.9. Measurement and Assessment: Techniques, Tools and Information Gathering I
 - 3.9.1. The Collection of Information: Measurement and Assessment. Data Collection Techniques and Instruments
 - 3.9.1.1. Data Collection: Measurement and Assessment
 - 3.9.1.2. Data Collection Techniques and Instruments

- 3.10. Measurement and Evaluation: Techniques, Tools and Information Gathering II
 - 3.10.1. Research Instruments: Tests
 - 3.10.2. Reliability and Validity: Technical Requirements of Assessment Instruments in Education
 - 3.10.2.1. Reliability
 - 3.10.2.2. Validity
- 3.11. Quantitative Information Analysis
 - 3.11.1. Statistical Analysis. Research Variables and Hypotheses
 - 3.11.1.1. Statistical Analysis
 - 3.11.1.2. Variables
 - 3.11.1.3. Hypotheses
 - 3.11.1.4. Descriptive Statistics
 - 3.11.1.5. Inferential Statistics
- 3.12. Qualitative Information Analysis
 - 3.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
 - 3.12.1.1. General Process of Qualitative Analysis
 - 3.12.1.2. Criteria of Scientific Rigor
 - 3.12.2. Categorization and Coding of Data
 - 3.12.2.1. Data Categorization
 - 3.12.2.2. Data Coding

Module 4. Psychopedagogical Assessment in Social and Community Contexts

- 4.1. Concept and Purpose of Social and Community Intervention
 - 4.1.1. Concept, Principles and Purpose of Social and Community Intervention. Areas and Scope
 - 4.1.1.1. Concept and Principles of Social and Community Intervention
 - 4.1.1.2. Purpose
 - 4.1.1.3. Areas and Scope
- 4.2. Agents and Recipients of Social and Community Intervention
 - 4.2.1. Social and Community Mediation: Social Agents and Recipients
 - 4.2.1.1. Social Agents
 - 4.2.1.2. Recipients

- 4.3. The Twofold Framework for Action: Non-Formal Education and Informal Education
 - 4.3.1. Conceptualization of Non-Formal and Informal Education and Areas of Intervention
 - 4.3.1.1. Non-Formal Education
 - 4.3.1.2. Areas of Intervention in Non-Formal Education
 - 4.3.1.3. Informal Education
 - 4.3.1.4. Areas of Intervention in Informal Education
- 4.4. Non-Formal Education Programs: Childhood
 - 4.4.1. Non-Formal Child Care Programs
 - 4.4.1.1. Non-Formal Child Care Programs
- 4.5. Non-Formal Education Programs: Adolescence and Youth
 - 4.5.1. Job Training, Social Component, NGOs: Adolescent and Public Entity Adolescent Programs
 - 4.5.1.1. Workforce Training Programs
 - 4.5.1.2. Social Programs
 - 4.5.1.3. NGO Programs for Adolescents
 - 4.5.1.4. Public Programs for Adolescents
- 4.6. Non-Formal Education Programs: Seniors
 - 4.6.1. NGO Middle-Age Programs, Public Entity Middle-Age Programs, Job Training Programs
 - 4.6.1.1. NGO Programs for the Middle Aged
 - 4.6.1.2. Public Programs for Middle Aged
 - 4.6.1.3. Workforce Training Programs
- 4.7. Non-Formal Education Programs: Elderly
 - 4.7.1. Active Aging. Programs for the Elderly
 - 4.7.1.1. Active Aging
 - 4.7.1.2. Promoting Active Aging: Programs
- 4.8. Mediation in Special Vulnerability Groups: People in Prisons
 - 4.8.1. Health Mediation, Mediation Project Design and Selection and Recruitment of Health Care Workers
 - 4.8.1.1. Health Mediation and Mediation Project Design
 - 4.8.1.2. Selection and Recruitment of Health Care Workers
- 4.9. Mediation in Special Vulnerability Groups: Institutionalized Minors
 - 4.9.1. Family Conflict. Residential Foster Care and Conflict Resolution Programs
 - 4.9.1.1. Family Conflict
 - 4.9.1.2. Residential Foster Care
 - 4.9.1.3. Conflict Resolution Programs
- 4.10. Mediation in Special Vulnerability Groups: People in Situations of Marginalization and Extreme Poverty
 - 4.10.1. Extreme Poverty and Human Rights. Measurement and Mediation
 - 4.10.1.1. Extreme Poverty
 - 4.10.1.2. Human rights
 - 4.10.1.3. Measurement
 - 4.10.1.4. Mediation
- 4.11. Mediation in Special Vulnerability Groups: Persons in a Migratory or Refugee Situation
 - 4.11.1. Projects based on Refugee Status, Intercultural Mediators and Geographical Scope
 - 4.11.1.1. Projects based on Refugee Status
 - 4.11.1.2. Intercultural Mediators
 - 4.11.1.3. Geographical Scope
- 4.12. Mediation in Special Vulnerability Groups: People Who Have Suffered Abuse or Mistreatment
 - 4.12.1. Types of Maltreatment. Mediators and Social Mediation in Families
 - 4.12.1.1. Concept of Maltreatment
 - 4.12.1.2. Types of Maltreatment
 - 4.12.1.3. Mediators and Social Mediation in Families

Module 5. Career Entry, Lifelong Learning, and Professional Development

- 5.1. Employment: Necessity or Difficult Reality
 - 5.1.1. Employment in the Economic Crisis Context
 - 5.1.1.1. Employment and Economic Crisis
 - 5.1.2. Effects of Unemployment on Health. Resilience Facing Unemployment
 - 5.1.2.1. Unemployment and Health
 - 5.1.2.2. Resilience Facing Unemployment
- 5.2. Professional Projects
 - 5.2.1. Professional Project Concept and Characteristics. Professional Project Creation
 - 5.2.1.1. Professional Project Concept
 - 5.2.1.2. Professional Project Characteristics
 - 5.2.1.3. Professional Project Creation
 - 5.2.2. Job Maps and Portfolios
 - 5.2.2.1. Job Maps
 - 5.2.2.2. Professional Project Portfolios
- 5.3. Skills: Personal Characteristics for Employment
 - 5.3.1. Personal Skills and Their Assessment
 - 5.3.1.1. Achievement Skills
 - 5.3.1.2. Equipment and Personnel Management Skills
 - 5.3.1.3. Cognitive Skills
 - 5.3.1.4. Influence Skills
 - 5.3.2. Skill Assessment
 - 5.3.2.1. Tools and Techniques
- 5.4. Employability
 - 5.4.1. Concept of Employability and its Practical Utility. Relationship Between Employability and Self-Efficacy
 - 5.4.1.1. Employability Concept
 - 5.4.1.2. Employability Practicality
 - 5.4.1.3. Employability and Self-Efficacy
- 5.5. Labor Market Insertion: Employment Reality
 - 5.5.1. The Context of Labor Market Integration. Intervention Guidelines to Improve the Quality of Training and Social and Occupational Market Integration
 - 5.5.1.1. The Context of Labor Market Integration. What Is Labor Market Integration?
 - 5.5.2. Intervention Guidelines to Improve the Quality of Training and Social and Occupational Market Integration
- 5.6. Guidance to Improve Employment
 - 5.6.1. Employment Orientation: Résumé Innovation, Job Search Plan, Recruitment Processes
 - 5.6.1.1. Career Guidance
 - 5.6.1.2. Résumé Innovation
 - 5.6.1.3. Job Search Plan
 - 5.6.1.4. Recruitment Process
- 5.7. Guidance Programs Focused on Career Path Construction
 - 5.7.1. Insertion Pathway Characteristics and Elaboration Elements Programs
 - 5.7.1.1. What is a Career Integration Plan?
 - 5.7.1.2. What Elements Are Essential for the Development of the Itinerary?
 - 5.7.1.3. Programs
- 5.8. Entrepreneurship Initiatives
 - 5.8.1. Entrepreneurship Introduction and Pedagogy
 - 5.8.1.1. Entrepreneurship Concept
 - 5.8.1.2. Entrepreneurship Pedagogy
- 5.9. Concept of Continuing Education
 - 5.9.1. History, Strategic Plans and Promotion
 - 5.9.1.1. Concept of Continuing Education
 - 5.9.1.2. Background of Continuing Education
 - 5.9.1.3. Strategic Plan
 - 5.9.1.4. Promotion and Education in Lifelong Learning
- 5.10. Models of Continuing Education
 - 5.10.1. Models in Continuing Education. Change as Lifelong Learning
 - 5.10.1.1. Individually Oriented Training Model
 - 5.10.1.2. Development and Improvement Model
 - 5.10.1.3. Training or Institutional Model
 - 5.10.1.4. Observation-Evaluation Model
 - 5.10.1.5. Research or Inquiry Model



- 5.11. European Qualifications Framework
 - 5.11.1. Professional Qualifications. Social and Educational Accreditation System Functions
 - 5.11.1.1. Professional Qualifications. Its Origins
 - 5.11.1.2. Social and Educational Accreditation System Functions

Module 6. Design, Management, and Evaluation of Social and Occupational Projects

- 6.1. Society, Socialization and Social and Educational Interaction
 - 6.1.1. Globalization and the Information and Knowledge Society. Inequality and Education
 - 6.1.1.1. Globalization
 - 6.1.1.2. The Information and Knowledge Society
 - 6.1.1.3. Inequality and Education
- 6.2. Quality in Social and Occupational Projects
 - 6.2.1. Concept of Quality. Quality Service
 - 6.2.1.1. Concept of Quality
 - 6.2.1.2. Quality of Social and Occupational Services
- 6.3. Social Responsibility and Strategic Planning
 - 6.3.1. Strategic and User-Oriented Organizational Models
 - 6.3.1.1. Strategic and User-Oriented Organizational Models
 - 6.3.1.2. Social Responsibility
 - 6.3.2. Strategic Planning and Basic Principles in Social and Occupational Projects
 - 6.3.2.1. Strategic Planning
 - 6.3.2.2. Basic Principles in Labor Projects
- 6.4. Reality Analysis and Problem Identification
 - 6.4.1. Reality Analysis and Problem Identification. Functions and Areas
 - 6.4.1.1. Reality Analysis and Problem Identification
 - 6.4.1.2. Functions
 - 6.4.1.3. Scope
- 6.5. Participatory Socio-Educational Diagnosis in Problem Identification
 - 6.5.1. Diagnostic Phases
 - 6.5.2. Object of Study, Area of Influence and Team Building
 - 6.5.2.1. Object of Study
 - 6.5.2.2. Area of Influence
 - 6.5.2.3. Team Building

- 6.6. Planning Social and Occupational Interventions
 - 6.6.1. Justification, Problem Formulation and Objectives
 - 6.6.1.1. Justification
 - 6.6.1.2. Problem Formulation
 - 6.6.1.3. General and Specific Objectives
 - 6.6.2. Internal Planning and Management Models
 - 6.6.2.1. Planning Models
 - 6.6.2.2. Internal Management
- 6.7. Guidelines for Project Development
 - 6.7.1. Work Plan, Organizational Elements and Resources
 - 6.7.1.1. Work Plan
 - 6.7.1.2. Organizational Elements and Methodology
 - 6.7.1.3. Resources
- 6.8. Infrastructure and Human Resources (HR)
 - 6.8.1. People Management
 - 6.8.1.1. People Management
 - 6.8.2. Assessing Individuals
- 6.9. Financial Management: Budgeting, Execution and Auditing
 - 6.9.1. Budget Preparation and Execution. Audits
 - 6.9.1.1. Budget Preparation
 - 6.9.1.2. Budget Execution
 - 6.9.1.3. Audits
- 6.10. Performance Assessment Models
 - 6.10.1. Design of Assessment
 - 6.10.1.1. Types of Assessment Design
 - 6.10.2. Phases in the Process, Types, Methodology and Assessment Tools
 - 6.10.2.1. Phases of the Process
 - 6.10.2.2. Types of Designs
 - 6.10.2.3. Study Methodology
 - 6.10.2.4. Assessment Tools

- 6.11. Data Collection, Systematization and Analysis
 - 6.11.1. Types of Analysis, Techniques and Procedures. Access and Data Collection
 - 6.11.1.1. Types of Data Analysis
 - 6.11.1.2. Data Collection Techniques
 - 6.11.1.3. Procedures for Data Analysis
 - 6.11.1.4. Access to Data
 - 6.11.1.5. Data Logging
- 6.12. Memorandums and Reports
 - 6.12.1. Dissemination of Results, Log and Final Report
 - 6.12.1.1. Dissemination of Results
 - 6.12.1.2. Memory
 - 6.12.1.3. Final Report

Module 7. Early Intervention

- 7.1. Educational Research and Innovation Introduction
 - 7.1.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
 - 7.1.1.1. Concept of Early Care
 - 7.1.1.2. Historical Evolution of Early Care
 - 7.1.1.3. Relationship between Development and Early Learning
- 7.2. Prevention and Main Areas in Early Care
 - 7.2.1. Phases in the Research Process. Areas and Agents
 - 7.2.1.1. Phases in the Research Process in Early Care
 - 7.2.1.2. Areas of Early Intervention
 - 7.2.1.3. Early Care Agents
 - 7.2.2. Child Development and Early Care Centers
- 7.3. Neurodevelopment during the First Years of Life
 - 7.3.1. Major Biological and Social Risk Factors. Compensation Tools
 - 7.3.1.1. Main Biological Risk Factors
 - 7.3.1.2. Main Social Risk Factors
 - 7.3.1.3. Compensation Tools

- 7.3.2. Plasticity and Brain Function
 - 7.3.2.1. Concept of Brain Plasticity
 - 7.3.2.2. Brain Function
- 7.4. Psychoeducational Early Intervention in Social-Cognitive Development
 - 7.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 Years
 - 7.4.1.1. Theoretical Approaches to Cognitive Development
 - 7.4.1.2. Cognitive Development from 0 to 6 Years
 - 7.4.2. The Preoperational Period
 - 7.4.2.1. Development in the Preoperational Period
- 7.5. Psychoeducational Early Intervention in Social-Linguistic Development
 - 7.5.1. Early Language Development, Warning Signs, and Early Language Intervention
 - 7.5.1.1. Early Language Development
 - 7.5.1.2. Warning Signs during Early Language Development
 - 7.5.1.3. Early Language Intervention
- 7.6. Early Psychoeducational Intervention in Social-Emotional Competence
 - 7.6.1. Social-Emotional Development and Early Intervention in Social-Emotional Development
 - 7.6.1.1. Social-Emotional Development
 - 7.6.1.2. Social Contexts and Interactions in Childhood
 - 7.6.1.3. Early Intervention in Social-Emotional Development
- 7.7. Early Psychoeducational Intervention in Children at Social Risk
 - 7.7.1. Situations of Social Risk. Typology of Maltreatment during Childhood
 - 7.7.1.1. Social Risk in Childhood
 - 7.7.1.2. Types of Maltreatment During Childhood
 - 7.7.2. Methodological and Adaptation Strategies in Risk Situations
 - 7.7.2.1. Early Intervention Strategies
 - 7.7.2.2. Adaptation and Coping Strategies in Social Risk Situations
- 7.8. Early Care Intervention Programs
 - 7.8.1. Intervention Models and Program Typology in Early Intervention Assessment
 - 7.8.1.1. Early Intervention Models
 - 7.8.1.2. Types of Early Care Programs
 - 7.8.1.3. Program Assessment in Early Care

Module 8. Health Education and Hospital Psychopedagogy

- 8.1. Definition of Health and International Organizations
 - 8.1.1. Definition of Health
 - 8.1.2. International Organizations
- 8.2. Constructivism and Pedagogical Model in the Health Field
 - 8.2.1. Constructivism
 - 8.2.2. Role of the Professional as a Mediator in Health Education
 - 8.2.3. Role of the Mediator in Health Education
- 8.3. Multiculturalism and Interculturalism
 - 8.3.1. Multiculturalism
 - 8.3.2. Interculturality
- 8.4. Affective Intelligence and Spiritual Intelligence
 - 8.4.1. Affective Intelligence
 - 8.4.2. Spiritual Intelligence
- 8.5. Health Education, Health Promotion, and Prevention of Disease
 - 8.5.1. Health Education
 - 8.5.2. Health Promotion
 - 8.5.3. Disease Prevention
- 8.6. Public Health and Lifestyles. Ecology of Human Development
 - 8.6.1. Public Health and Lifestyles
 - 8.6.2. Ecology of Human Development
- 8.7. Conceptualization and Phases of Health Education Projects
 - 8.7.1. Conceptualization of Health Education Projects
 - 8.7.2. Phases of Health Education Projects
- 8.8. Diagnosis, Planning, Implementation, and Assessment of Health Education Projects
 - 8.8.1. Diagnosis
 - 8.8.2. Planning
 - 8.8.3. Implementation
 - 8.8.4. Assessment

- 8.9. Hospital Pedagogy, Hospital Classrooms, and Home Care
 - 8.9.1. Hospital Pedagogy
 - 8.9.2. Hospital Classrooms
 - 8.9.3. Home Care
- 8.10. Building a Collaborative Context and Network Intervention in Psychopedagogical Work in Health Risk Situations
 - 8.10.1. Building a Collaborative Context
 - 8.10.2. Network Intervention
- 8.11. Resilience
 - 8.11.1. Individual Resilience
 - 8.11.2. Family Resilience
 - 8.11.3. Social Resilience

Module 9. Psychopedagogical Counseling for Families at Psychosocial Risk

- 9.1. Construction of the Concept of Family
 - 9.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
 - 9.1.2. The Family as a Context for Human Development
 - 9.1.3. Family Functions
 - 9.1.4. Family Dynamics and Rules
 - 9.1.5. Roles within the Family Context
- 9.2. Evolution of Family Institution
 - 9.2.1. Social Changes and New Forms of Family Coexistence
 - 9.2.2. The Influence of Social Changes on the Family
 - 9.2.3. New Family Forms
- 9.3. Family Educational Styles
 - 9.3.1. Democratic Style
 - 9.3.2. Authoritarian Style
 - 9.3.3. Negligent Style
 - 9.3.4. Indulgent Style
- 9.3. Families at Psychosocial Risk
 - 9.3.1. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
 - 9.3.2. What is Psychosocial Risk?
 - 9.3.3. Psychosocial Risk Assessment Criteria
 - 9.3.4. Families in Psychosocial Risk Situation
 - 9.3.5. Risk Factors vs. of Protection Factors
 - 9.3.6. Risk Factors
 - 9.3.7. Protective Factors
- 9.4. Processes of Orientation and Psychopedagogical Intervention
 - 9.4.1. Conceptualization of Psychopedagogical Intervention and Models of Psycho-Pedagogical Intervention
 - 9.4.2. Concept of Psychopedagogical Intervention in the Family Environment
 - 9.4.3. Models of Psychopedagogical Intervention
 - 9.4.4. Recipients, Areas, and Contexts of Psychopedagogical Intervention
 - 9.4.5. Recipients of the Psychopedagogical Intervention
 - 9.4.6. Areas of the Psychopedagogical Intervention
 - 9.4.7. Contexts of the Psychopedagogical Intervention
- 9.5. Socio-Educational Intervention with Families
 - 9.5.1. Concept, Foundations, and Models of Family Socioeducational Intervention
 - 9.5.1.1. Socio-Educational Intervention with Families
 - 9.5.1.2. Principles of Psychoeducational Intervention with Families
 - 9.5.1.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
 - 9.5.1.4. Models of Socio-Educational Intervention with Families
- 9.6. Socio-Educational Intervention with Families (II)
 - 9.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
 - 9.6.1.1. Educational Teams of Family Intervention
 - 9.6.1.2. Professional Skills
 - 9.6.1.3. Tools and Techniques

- 9.7. Intervention in Situations of Risk and Child Abuse in the Family
 - 9.7.1. Conceptualization and Typology of Child Abuse
 - 9.7.1.1. The Concept of Child Abuse
 - 9.7.1.2. Types of Child Abuse
 - 9.7.2. Actions Against Child Abuse
 - 9.7.2.1. Detection, Assessment, and Care
 - 9.7.2.2. Protocols
- 9.8. Collaborative Frameworks Between Family and School
 - 9.8.1. Family and School as Collaborative Environments. Forms of Family Participation in the School
 - 9.8.2. Family and School as Collaborative Environments
 - 9.8.3. Forms of Family Participation in the School
 - 9.8.4. Parenting School and Parental Education
- 9.9. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
 - 9.9.1. The Family as a Context for Human Development
 - 9.9.2. Family Functions
 - 9.9.3. Family Dynamics and Rules
 - 9.9.4. Roles within the Family Context
- 9.10. Social Changes and New Forms of Family Coexistence
 - 9.10.1. The Influence of Social Changes on the Family
 - 9.10.2. New Family Forms
- 9.11. Family Educational Styles
 - 9.11.1. Democratic Style
 - 9.11.2. Authoritarian Style
 - 9.11.3. Negligent Style
 - 9.11.4. Indulgent Style
- 9.12. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
 - 9.12.1. What is Psychosocial Risk?
 - 9.12.2. Psychosocial Risk Assessment Criteria
 - 9.12.3. Families in Psychosocial Risk Situation
- 9.13. Risk Factors vs. of Protection Factors
 - 9.13.1. Risk Factors
 - 9.13.2. Protective Factors
- 9.14. Conceptualization of Psychoeducational Intervention and Models of Psychoeducational Intervention in the Family Environment
 - 9.14.1. Concept of Psychopedagogical Intervention in the Family Environment
 - 9.14.2. Models of Psychopedagogical Intervention
- 9.15. Recipients, Areas, and Contexts of Psychopedagogical Intervention
 - 9.15.1. Recipients of the Psychopedagogical Intervention
 - 9.15.2. Areas of the Psychopedagogical Intervention
 - 9.15.3. Contexts of the Psychopedagogical Intervention
- 9.16. Concept, Foundations, and Models of Socio-educational Intervention with Families
 - 9.16.1. Socio-Educational Intervention with Families
 - 9.16.2. Principles of Psychoeducational Intervention with Families
 - 9.16.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
 - 9.16.4. Models of Socio-Educational Intervention with Families
- 9.17. Educational Teams of Socio-educational Intervention with Families, Professional Skills, and Instruments and Techniques
 - 9.17.1. Educational Teams of Family Intervention
 - 9.17.2. Professional Skills
 - 9.17.3. Tools and Techniques
- 9.18. Conceptualization and Typology of Child Maltreatment in the Family
 - 9.18.1. The Concept of Child Abuse
 - 9.18.2. Types of Child Abuse
- 9.19. Actions in the Face of Child Maltreatment in the Family
 - 9.19.1. Detection, Assessment, and Care
 - 9.19.2. Protocols
- 9.20. Family and School as Collaborative Environments. Forms of Family Participation in the School
 - 9.20.1. Family and School as Collaborative Environments
 - 9.20.2. Forms of Family Participation in the School
 - 9.20.3. Parenting School and Parental Education

Module 10. Adaptation to Multiple Intelligence Situations

- 10.1. Neuroscience
 - 10.1.1. Introduction
 - 10.1.2. Concept of Neuroscience
 - 10.1.3. Neuromyths
 - 10.1.3.1. We Only Use 10% of the Brain
 - 10.1.3.2. Right Brain vs. Left Brain
 - 10.1.3.3. Learning Styles
 - 10.1.3.4. Male Brain vs. Female Brain
 - 10.1.3.5. Critical Learning Periods
- 10.2. The Brain
 - 10.2.1. Brain Structures
 - 10.2.1.1. Cerebral Cortex
 - 10.2.1.2. Cerebellum
 - 10.2.1.3. Basal Ganglia
 - 10.2.1.4. Limbic System
 - 10.2.1.5. Brainstem
 - 10.2.1.6. Thalamus
 - 10.2.1.7. Spinal Cord
 - 10.2.1.8. Main Functions of the Brain
 - 10.2.2. Triune Model
 - 10.2.2.1. The Reptilian Brain
 - 10.2.2.2. The Emotional Brain
 - 10.2.2.3. The Neocortex
 - 10.2.3. Bilateral Model
 - 10.2.3.1. The Right Hemisphere
 - 10.2.3.2. The Left Hemisphere
 - 10.2.3.3. Functioning of the Cerebral Hemispheres
 - 10.2.4. Cognitive Brain and Emotional Brain
 - 10.2.4.1. The Rational Brain
 - 10.2.4.2. The Emotional Brain
 - 10.2.5. Neurons



- 10.2.5.1. What Are They?
 - 10.2.5.2. Neuronal Pruning
- 10.2.6. What Are Neurotransmitters?
 - 10.2.6.1. Dopamine
 - 10.2.6.2. Serotonin
 - 10.2.6.3. Endorphin
 - 10.2.6.4. Glutamate
 - 10.2.6.5. Acetylcholine
 - 10.2.6.6. Norepinephrine
- 10.3. Neuroscience and Learning
 - 10.3.1. What is Learning?
 - 10.3.1.1. Learning as Accumulation of Information
 - 10.3.1.2. Learning as Interpretation of Reality
 - 10.3.1.3. Learning as Action
 - 10.3.2. Mirror Neurons
 - 10.3.2.1. Learning by Example
 - 10.3.3. Levels of Learning
 - 10.3.3.1. Bloom's Taxonomy
 - 10.3.3.2. SOLO Taxonomy
 - 10.3.3.3. Levels of Knowledge
 - 10.3.4. Learning Styles
 - 10.3.4.1. Convergent
 - 10.3.4.2. Divergent
 - 10.3.4.3. Accommodating
 - 10.3.4.4. Assimilator
 - 10.3.5. Types of Learning
 - 10.3.5.1. Implicit Learning
 - 10.3.5.2. Explicit Learning
 - 10.3.5.3. Associative Learning
 - 10.3.5.4. Significant Learning
 - 10.3.5.5. Cooperative Learning
 - 10.3.5.6. Cooperative Learning
 - 10.3.5.7. Emotional Learning
 - 10.3.5.8. Rote Learning
 - 10.3.5.9. Discovery Learning
 - 10.3.6. Competencies for Learning
- 10.4. Multiple Intelligences
 - 10.4.1. Definition
 - 10.4.1.1. According to Howard Gardner
 - 10.4.1.2. According to other Authors
 - 10.4.2. Classification
 - 10.4.2.1. Linguistic Intelligence
 - 10.4.2.2. Logical-Mathematical Intelligence
 - 10.4.2.3. Spatial Intelligence
 - 10.4.2.4. Musical Intelligence
 - 10.4.2.5. Body and Kinesthetic Intelligence
 - 10.4.2.6. Intrapersonal Intelligence
 - 10.4.2.7. Interpersonal Intelligence
 - 10.4.2.8. Naturopathic Intelligence
 - 10.4.3. Multiple Intelligences and Neurodidactics
 - 10.4.4. How to Work the IIMM in the Classroom
 - 10.4.5. Advantages and Disadvantages of Applying Multiple Intelligences in Education
- 10.5. Neuroscience–Education
 - 10.5.1. Neuroeducation
 - 10.5.1.1. Introduction
 - 10.5.1.2. What Is Neuroeducation?
 - 10.5.2. Brain Plasticity
 - 10.5.2.1. Synaptic Plasticity
 - 10.5.2.2. Neurogenesis
 - 10.5.2.3. Learning, Environment and Experience
 - 10.5.2.4. The Pygmalion Effect
 - 10.5.3. Memory
 - 10.5.3.1. What Is Memory?
 - 10.5.3.2. Types of Memory
 - 10.5.3.3. Levels of Processing
 - 10.5.3.4. Memory and Emotion
 - 10.5.3.5. Memory and Motivation

- 10.5.4. Emotion
 - 10.5.4.1. Binomial Emotion and Cognition
 - 10.5.4.2. Primary Emotions
 - 10.5.4.3. Secondary Emotions
 - 10.5.4.4. Functions of Emotions
 - 10.5.4.5. Emotional States and Implication in the Learning Process
- 10.5.5. Attention
 - 10.5.5.1. Attentional Networks
 - 10.5.5.2. Relationship between Attention, Memory, and Emotion
 - 10.5.5.3. Executive Attention
- 10.5.6. Motivation
 - 10.5.6.1. The 7 Stages of School Motivation
- 10.5.7. Contributions of Neuroscience to Learning
- 10.5.8. What Is Neurodidactics?
- 10.5.9. Contributions of Neurodidactics to Learning Strategies
- 10.6. Neuroeducation in the Classroom
 - 10.6.1. The Role of the Neuroeducator
 - 10.6.2. Neuroeducational and Neuropedagogical Importance
 - 10.6.3. Mirror Neurons and Teacher Empathy
 - 10.6.4. Empathic Attitude and Learning
 - 10.6.5. Classroom Applications
 - 10.6.6. Classroom Organization
 - 10.6.7. Proposal for Classroom Improvement
- 10.7. Playing and New Technologies
 - 10.7.1. Etymology of Playing
 - 10.7.2. Benefits of Playing
 - 10.7.3. Learning by Playing
 - 10.7.4. The Neurocognitive Process
 - 10.7.5. Basic Principles of Educational Games
 - 10.7.6. Neuroeducation and Board Games
 - 10.7.7. Educational Technology and Neuroscience
 - 10.7.7.1. Integration of Technology in the Classroom
 - 10.7.8. Development of Executive Functions
- 10.8. Body and Brain
 - 10.8.1. The Connection between Body and Brain
 - 10.8.2. The Social Brain
 - 10.8.3. How Do We Prepare the Brain for Learning?
 - 10.8.4. Feeding
 - 10.8.4.1. Nutritional Habits
 - 10.8.5. Rest
 - 10.8.5.1. Importance of Sleep in Learning
 - 10.8.6. Exercise
 - 10.8.6.1. Physical Exercise and Learning
- 10.9. Neuroscience and School Failure
 - 10.9.1. Benefits of Neuroscience
 - 10.9.2. Learning Disorders
 - 10.9.3. Elements for a Success-Oriented Pedagogy
 - 10.9.4. Some Suggestions for Improving the Learning Process
- 10.10. Reason and Emotion
 - 10.10.1. The Binomial Reason and Emotion
 - 10.10.2. What Are Our Emotions Good for?
 - 10.10.3. Why Educate Emotions in the Classroom?
 - 10.10.4. Effective Learning through Emotions

Module 11. Technological Innovation in Teaching

11.1. Advantages and Disadvantages of the Use of Technology in Education

11.1.1. Technology as a Means of Education

11.1.2. Advantages of Using It

11.1.3. Inconveniences and Addictions

11.2. Educational Neurotechnology

11.2.1. Neuroscience

11.2.2. Neurotechnology

11.3. Programming in Education

11.3.1. Benefits of Programming in Education

11.3.2. Scratch Platform

11.3.3. Creation of the First Hello World

11.3.4. Commands, Parameters and Events

11.3.5. Export of Projects

11.4. Introduction to the Flipped Classroom

11.4.1. What Is It Based On?

11.4.2. Examples of Use

11.4.3. Video Recording

11.4.4. YouTube

11.5. Introduction to Gamification

11.5.1. What Is Gamification?

11.5.2. Success Stories

11.6. Introduction to Robotics

11.6.1. The Importance of Robotics in Education

11.6.2. Arduino (Hardware)

11.6.3. Arduino (Programming Language)

11.7. Tips and Examples of Use in the Classroom

11.7.1. Combining Innovation Tools in the Classroom

11.7.2. Real Examples

11.8. Introduction to Augmented Reality

11.8.1. What is AR?

11.8.2. What are the Benefits in Education?

11.9. How to Develop Your Own Apps in AR

11.9.1. Vuforia

11.9.2. Unity

11.9.3. Examples of Use

11.10. Samsung Virtual School Suitcase

11.10.1. Immersive Learning

11.10.2. The Backpack of the Future



Boost your profile with a Master's Degree that will allow you to develop key aspects to identify social and labor problems in high-risk environments"

06

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: ***Relearning.***

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the ***New England Journal of Medicine*** have considered it to be one of the most effective.



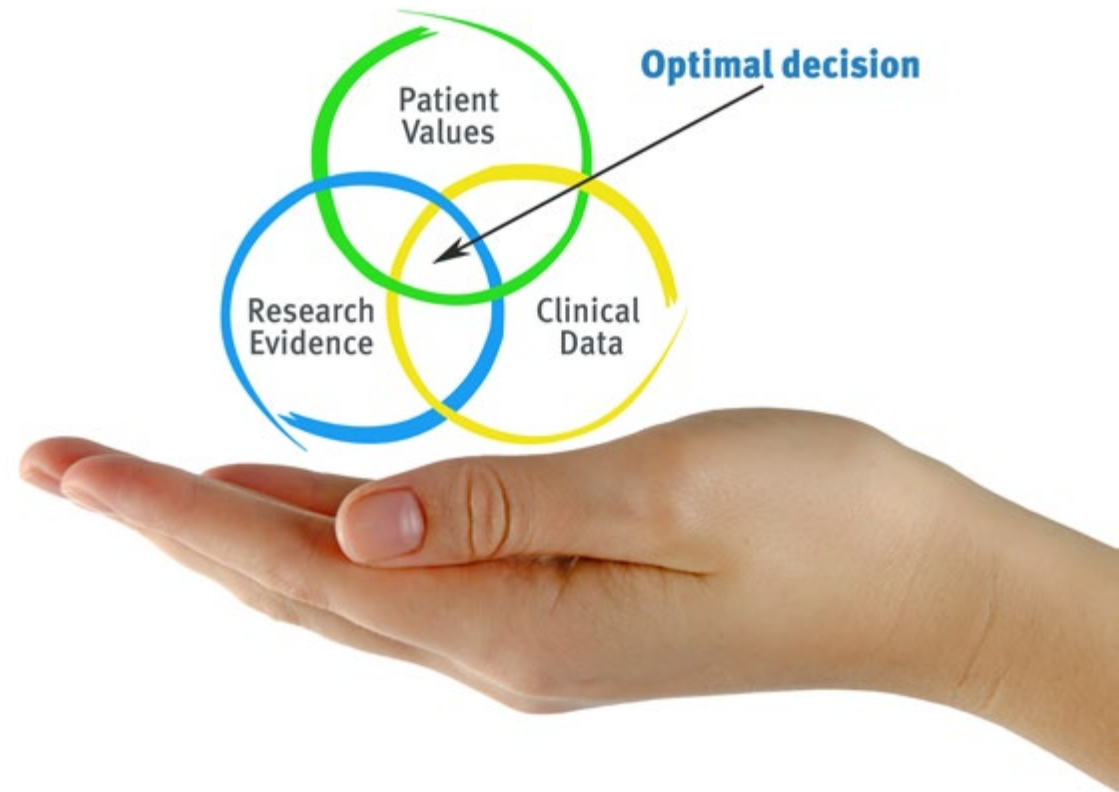
“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvás, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

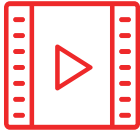
*Relearning will allow you to learn with less effort
and better performance, involving you more
in your training, developing a critical mindset,
defending arguments, and contrasting opinions: a
direct equation for success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

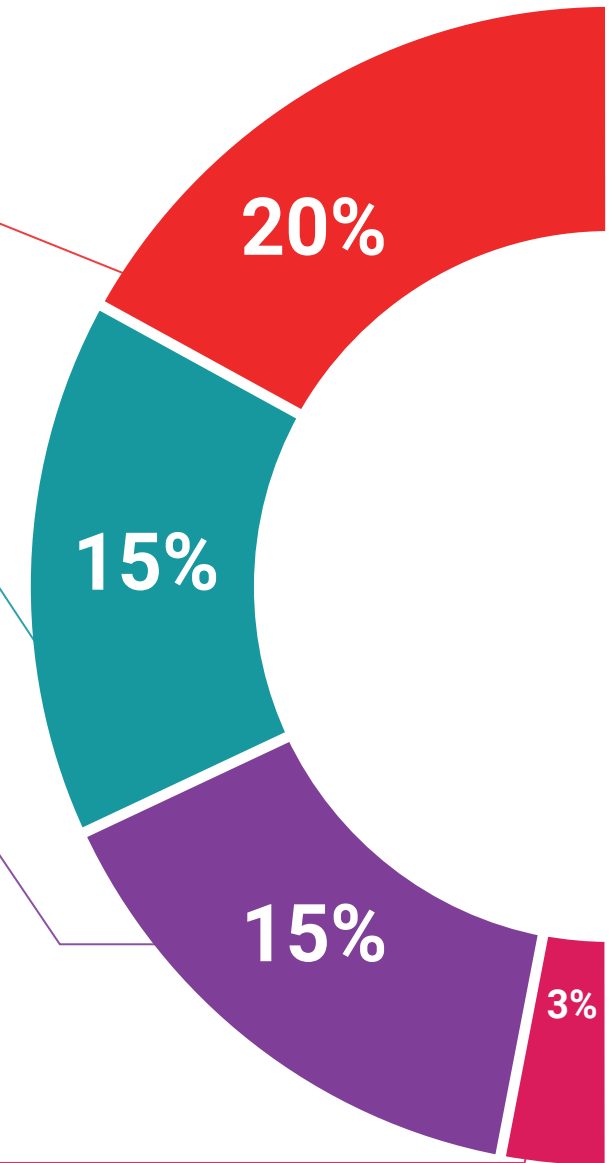
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

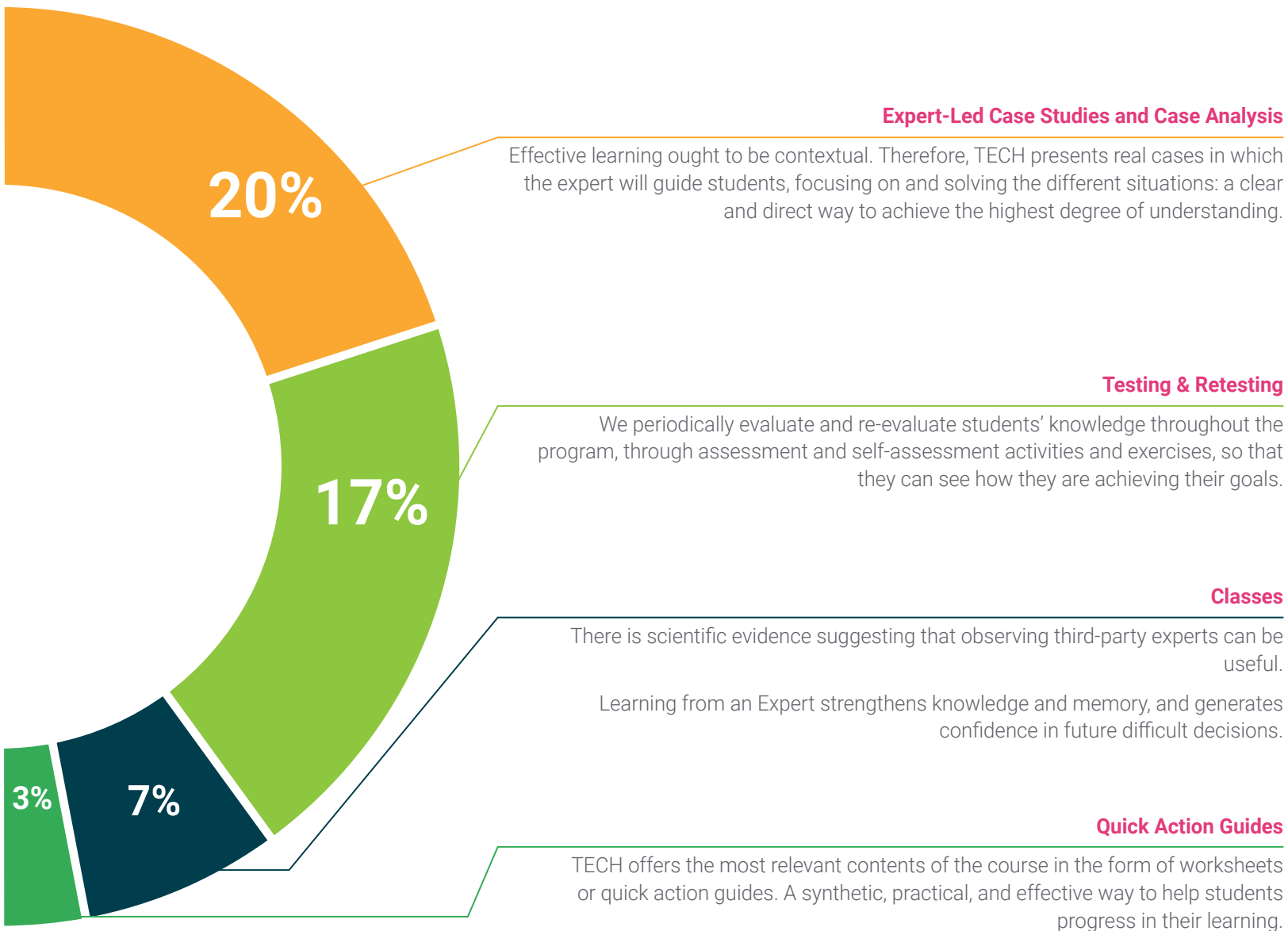
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





07

Certificate

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



“

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

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

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

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

Title: **Master's Degree in Social and Occupational Psychopedagogy**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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



Master's Degree
Social and Occupational
Psychopedagogy

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

Master's Degree

Social and Occupational Psychopedagogy