

Master's Degree

Educational Psychology





Master's Degree Educational Psychology

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

Website: www.techtitude.com/us/psychology/master-degree/master-educational-psychology

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01

Introduction

Psychology has a wide development path in the educational context. Nowadays, with the new developments and forms of intervention, this discipline has become one of the pillars of the welfare of the different agents in the educational area, including students and teachers. This interesting professional panorama necessitates a targeted and complete course: the one that TECH offers in this Master's Degree.

This program explores the main topics for Educational Psychology, in a practical and rigorous way, through an online platform. Over 12 months, students will learn cutting-edge techniques from expert psychologists. A unique opportunity to learn with the best, using the most advanced teaching resources.





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This Master's Degree will broaden your horizons as a psychologist and will allow you to grow personally and professionally"

This Master's Degree provides extensive knowledge in advanced models and techniques in Educational Psychology. For this, you will have a teaching faculty that stand out for their extensive professional experience in the different psychological areas and in different sectors of the population.

Throughout this program, you will learn about the current and latest approaches to this topic. You will learn more about the most interesting professional techniques, and you will learn about the forms of intervention and management for the different situations that you may encounter in the educational context.

We will not only take you through the theoretical knowledge, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. TECH works to maintain motivation and to create passion for learning, helping students to think and develop critical thinking skills.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

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

- ♦ The development of 100 case studies presented by experts in Educational Psychology
- ♦ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist
- ♦ New developments and innovations in the different areas of psychology
- ♦ Practical exercises where the self-assessment 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
- ♦ Special emphasis on cutting-edge methodologies
- ♦ 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



An educational program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively

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Access to profound knowledge of Educational Psychology and its multiple implications, in a complete Master's Degree designed to propel you to another professional level"

The program's teaching staff includes professionals from the field who contribute their work experience to this 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 immersive education programmed to learn in real situations.

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

Increase your confidence as a psychologist, updating your knowledge through this Master's Degree.

This Master's Degree marks the difference between a professional with a lot of knowledge and a professional who knows how to apply it in the daily practice of his profession.



02

Objectives

Program objectives have been set as a guide for the development the entire program, with the clear mission of offering the student a very intensive course that will really boost their career. A journey of personal growth that will take students to the top in their practice as psychologists.





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If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further: this is the boost your career needs”



General Objective

- ♦ To equip qualified professionals for the practice of psychology practice in the educational context, with the requisite skills to intervene in the different areas relevant to this field



Seize the opportunity and get up to speed on the latest developments in Educational Psychology"





Specific Objectives

Module 1. Learning psychology

- ♦ Know and comply with the deontological obligations of Psychology
- ♦ Possess critical judgment skills to evaluate processes or situations objectively
- ♦ Master association-based learning: classical, operant, and causal conditioning; spatial, observational (vicarious) learning; concept and category learning; and skill and strategy learning
- ♦ Learn the three main principles of thinking reasoning, decision making and problem solving

Module 2. Education in Intelligence and Affectivity

- ♦ Understand the definition and uses of Emotional Intelligence
- ♦ Understand the components, evolution, and the way in which EQ is evaluated
- ♦ Differentiate personal relationships in Emotional Intelligence

Module 3. The Psychology of Attention and Perception

- ♦ Possess critical judgment skills to evaluate processes or situations objectively
- ♦ Understand auditory perception, with special emphasis on speech and language perception
- ♦ Become familiar with the main theoretical models underlying perception and attention
- ♦ Learn to understand the classification of attention into different types and its application to specific situations of daily life
- ♦ Learn the neural concepts underlying attention based on the current scientific paradigm
- ♦ Understand the relationship between perception and attention and the neuropsychological disorders associated with these processes, which are relevant to the professional practice of future psychologists

Module 4. Psychology of Thought and Language

- ♦ Cover the neurobiological aspects involved in language development
- ♦ Study the neuropsychological bases of language and the potential for its work and development
- ♦ Analyze and learn the processes of language comprehension, sounds and reading comprehension
- ♦ Analyze language and literacy disorders
- ♦ Learn how to assess, diagnose and correct language difficulties

Module 5. Developmental Psychology

- ♦ Know the functions, characteristics and limitations of the different theoretical models of developmental psychology, applying the psychological processes applied to the evolutionary development of individuals throughout the life cycle
- ♦ Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality
- ♦ Know different research designs, the procedures for the formulation and testing of hypotheses and the interpretation of results in the different areas of the individual's development
- ♦ Know the different fields of application of developmental psychology and have the necessary knowledge to influence and promote the quality of life of individuals in their different developmental contexts
- ♦ Identify the characteristics of theoretical models of Developmental Psychology and recognize the functions and limitations of theoretical models of Developmental Psychology

Module 6. Coaching

- ♦ Learn the concept and scope of coaching
- ♦ Appreciate the importance of coaching as a process that pursues specific objectives
- ♦ Be familiar with the different approaches and historical background of coaching

Module 7. Developmental and Educational Optimization

- ♦ Analyze the main theories that explain human development, knowing the most relevant theoretical arguments that explain the changes from birth to adolescence
- ♦ Identify transition periods from one stage to another
- ♦ Master the basic procedure for the design, implementation and evaluation of an optimization intervention program

Module 8. Disorders in Language Development

- ♦ Promote an attitude of appreciation and respect towards students with specific educational support needs derived from difficulties in language development
- ♦ Detect, analyze, and intervene on possible barriers to learning
- ♦ Know the prevention, detection and evaluation of specific educational support needs derived from difficulties in language development
- ♦ Design plans and programs with families and other relevant educational agents to prevent and/or intervene for specific educational support needs stemming from language development difficulties
- ♦ Identify, analyze, and evaluate the evolutionary characteristics, needs and demands, problems, and differences of the human being in the different stages of the life cycle
- ♦ Know evolutionary advice to the agents involved in the different contexts

Module 9. Educational Psychology

- ♦ Identify the characteristics of the theoretical models of Educational Psychology
- ♦ Recognize the uses and limitations of the theoretical models of Educational Psychology
- ♦ Discriminate evaluation methods for each of the variables involved in the teaching and learning process
- ♦ Identify specific therapies for each of the factors involved in the teaching and learning process
- ♦ Identify the different fields of application of Educational Psychology. Describe the mechanisms that affect the quality of life of individuals
- ♦ Identify the biological principles related to psychological functions involved in the development of the individual throughout their life. Define these principles and how they relate to educational principles

Module 10. Instructional Psychology

- ♦ Identify the needs of individuals in the instructional process and define those needs
- ♦ Create an action plan based on the identified needs, and the previous analysis carried out
- ♦ Identify differences in individuals associated with instruction. Identify the needs and problems of individuals related to instruction
- ♦ Describe the processes of group interaction in the instructional situation. Likewise, distinguish between inter- and intra-group relationships in the instructional process
- ♦ Study the processes of group interaction in the instructional situation

- ♦ Explain the context in which individuals' behaviors occur and their relationship to instructional variables
- ♦ Describe group interaction processes at each instructional stage
- ♦ Define the variables involved in the instructional process according to needs
- ♦ Identify the appropriate psychological intervention techniques to achieve the objectives tailored to the individual's developmental stage
- ♦ Distinguish between the most effective intervention strategies and techniques to improve the individual's learning process, and apply these strategies and techniques in the instructional process

03 Skills

After passing the assessments of the Master's Degree in Educational Psychology, the professional will demonstrate superior skills and performance in this area. A very complete approach, in a high-level program.





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Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. We put all this at your service"



General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study
- Communicate their conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous manner
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- Promote quality of life in individuals, groups, communities and educational organizations

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This Master's Degree is aimed at all psychologists who want to achieve a high degree of expertise in Educational Psychology"





Specific Skills

- ♦ Explain what Educational Psychology is and the specific capabilities it involves
- ♦ Work with students on emotional intelligence and affectivity
- ♦ Detect and intervene in the various problems of attention and perception in students
- ♦ Design an appropriate intervention plan for language problems
- ♦ Identify intellectual processing problems
- ♦ Act on developmental difficulties
- ♦ Intervene as educational coach in this context
- ♦ Develop plans for psychological optimization in the school environment
- ♦ Describe what Educational Psychology consists of
- ♦ Clearly present Instructional Psychology

04

Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high quality criterion at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.



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This Master's Degree in Educational Psychology contains the most complete and up-to-date program on the market”

Module 1. Learning Psychology

- 1.1. The Three Brains
 - 1.1.1. Introduction
 - 1.1.2. The Reptilian Brain
 - 1.1.3. The Mammal Brain
 - 1.1.4. The Human Brain
 - 1.1.5. Hemispheric Specialization
 - 1.1.5.1. The Right Hemisphere
 - 1.1.5.2. The Left Hemisphere
 - 1.1.6. A Brain in Balance
 - 1.1.7. Bibliography
- 1.2. Reptilian Brain Intelligence
 - 1.2.1. Introduction
 - 1.2.2. Basic Intelligence
 - 1.2.3. Pattern Intelligence
 - 1.2.4. Parameter Intelligence
 - 1.2.5. Bibliography
- 1.3. The intelligence of the Limbic System
 - 1.3.1. Introduction
 - 1.3.2. Affective Intelligence
 - 1.3.3. The intelligence of Mood
 - 1.3.4. Motivational Intelligence
 - 1.3.5. Bibliography
- 1.4. The Intelligence of Neocortex
 - 1.4.1. Introduction
 - 1.4.2. Rational Intelligence
 - 1.4.3. Associative Intelligence
 - 1.4.4. Spatial Intelligence
 - 1.4.5. Intuitive Intelligence
 - 1.4.6. Bibliography



- 1.5. Evolutionary Development
 - 1.5.1. Phases in Brain Development
 - 1.5.1.1. Neurogenesis
 - 1.5.1.2. Migration
 - 1.5.1.3. Cell Differentiation
 - 1.5.1.4. Synaptogenesis
 - 1.5.1.5. Apoptosis
 - 1.5.1.6. The New Synaptic Arrangement
 - 1.5.1.7. Myelination
 - 1.5.2. Intrauterine Period
 - 1.5.3. The Importance of Early Childhood
 - 1.5.4. Bibliography
- 1.6. The Stress Response or Flight Attack
 - 1.6.1. Introduction
 - 1.6.2. Physiological Changes in the Stress Response
 - 1.6.3. Effects of Stress on Health
 - 1.6.4. Bibliography
- 1.7. What is the World? The Learning Process
 - 1.7.1. Objective, to Survive
 - 1.7.2. Stages in the Memorization of a Stimulus
 - 1.7.2.1. Coding Phase
 - 1.7.2.2. Storage Phase
 - 1.7.2.3. Recovery Phase
 - 1.7.2.4. Bibliography
- 1.8. Learning Schemes
 - 1.8.1. What's Safe For You Is Safe For Me Too?
 - 1.8.2. Stimulus - Emotion Scheme (E - E)
 - 1.8.3. Behavior - Consequence Scheme (C - C)
 - 1.8.4. So, Am I Going to Have the Same Fears as My Parents?
 - 1.8.5. Bibliography
- 1.9. The Importance of the Link
 - 1.9.1. Introduction
 - 1.9.2. If They Love Me, They Take Care of Me. If I Am Taken Care of, I Will Survive
 - 1.9.3. References
 - 1.9.3.1. Primary References
 - 1.9.3.2. Secondary References
 - 1.9.4. Bibliography
- 1.10. Attachment and Parenting Styles
 - 1.10.1. Introduction and Background
 - 1.10.2. Types of Attachment
 - 1.10.3. Attachment Figures and Their Impact
 - 1.10.4. Types of Children
 - 1.10.5. Bibliography
- 1.11. Basic Desires, Primary Desires
 - 1.11.1. What Are Basic Desires?
 - 1.11.2. Exogenous or Transferred Desires
 - 1.11.2.1. Attachment Desires (Bowlby, 1969)
 - 1.11.2.2. Desires for Containment
 - 1.11.2.3. Desires for Delimitation
 - 1.11.3. Framing or Endogenous Desires
 - 1.11.4. Bibliography
- 1.12. Secondary Desires
 - 1.12.1. Introduction
 - 1.12.2. Narcissistic Desires
 - 1.12.3. Desires Related to the Welfare of the Referrer
 - 1.12.4. Wishes for Magical Acquisition
 - 1.12.5. Desire for Constant Hedonism
 - 1.12.6. Bibliography
- 1.13. Different Contexts and their Influence on Development
 - 1.13.1. Introduction
 - 1.13.2. The Microcontext
 - 1.13.3. Mesocontext
 - 1.13.4. Macro Context
 - 1.13.5. Bibliography

- 1.14. Emotional Schemes and Limiting Beliefs
 - 1.14.1. What is an Emotional Scheme
 - 1.14.2. Formation of Emotional Schemes and Limiting Beliefs
 - 1.14.3. Bibliography
- 1.15. Creating a Self-Concept
 - 1.15.1. What is Self-Concept
 - 1.15.2. Integrating Information
 - 1.15.3. Bibliography

Module 2. Education in Intelligence and Affectivity

- 2.1. Concept of Emotional Intelligence
 - 2.1.1. Introduction to Intelligence
 - 2.1.2. Approach to Multiple Intelligences
 - 2.1.3. Defining Emotional Intelligence
 - 2.1.4. Characteristics of Emotional Intelligence
 - 2.1.5. Relationship between Emotional Intelligence and Academic Performance
- 2.2. Theories and Models of Emotional Intelligence
 - 2.2.1. Discovering the basis of intelligence
 - 2.2.2. The Origins of Emotional Intelligence
 - 2.2.3. New Contributions relating to Emotional Intelligence
- 2.3. Components of Emotional Intelligence
 - 2.3.1. Defining the Elements of Emotional Intelligence
 - 2.3.2. Sensation in Emotional Intelligence
 - 2.3.3. Attention in Emotional Intelligence
 - 2.3.4. Perception in Emotional Intelligence
 - 2.3.5. Memories in Emotional Intelligence
 - 2.3.6. Motivation in Emotional Intelligence
 - 2.3.7. Language in Emotional Intelligence
- 2.4. Physiology of Emotional Intelligence
 - 2.4.1. Neural Basis
 - 2.4.2. Brain and Intelligence
 - 2.4.3. Brain a
 - 2.4.4. Brain and Emotional Intelligence
- 2.5. Evolution of Emotional Intelligence
 - 2.5.1. The Evolution of Intelligence
 - 2.5.2. Emotional Development
 - 2.5.3. Emotional Intelligence Development
- 2.6. Evaluation of Emotional Intelligence
 - 2.6.1. Features of the Evaluation
 - 2.6.2. Intelligence Quotient Evaluation
 - 2.6.3. Evaluation of Emotional Intelligence
- 2.7. Gender Differences of Emotional Intelligence
 - 2.7.1. Male-Female Genetic Differences
 - 2.7.2. The Role of Hormones in Gender Differentiation
 - 2.7.3. Emotional Differences between Men and Women
 - 2.7.4. Gender Differences in Compassion
 - 2.7.5. Gender Differences in Empathy
- 2.8. Social Influence of Emotional Intelligence
 - 2.8.1. Emotional Disorders in Adolescence
 - 2.8.2. Emotional Problems within the Classroom
 - 2.8.3. Emotional Intelligence Applied to Adolescents
 - 2.8.4. Emotional Intelligence Training in the Classroom
- 2.9. Family and Emotional Intelligence
 - 2.9.1. The Individual and Family
 - 2.9.2. Intelligence and the Family
 - 2.9.3. Parenting Styles
 - 2.9.4. Family and Emotional Issues
 - 2.9.5. Emotional Intelligence within the Family
- 2.10. Myths and Truths of Emotional Intelligence
 - 2.10.1. Emotional Intelligence and Physical Health: Myths and Facts
 - 2.10.2. Emotional Intelligence and Mental Health: Myths and Facts
 - 2.10.3. Alexithymia, The Absence of Emotional Intelligence: Myths and Realities

Module 3. The Psychology of Attention and Perception

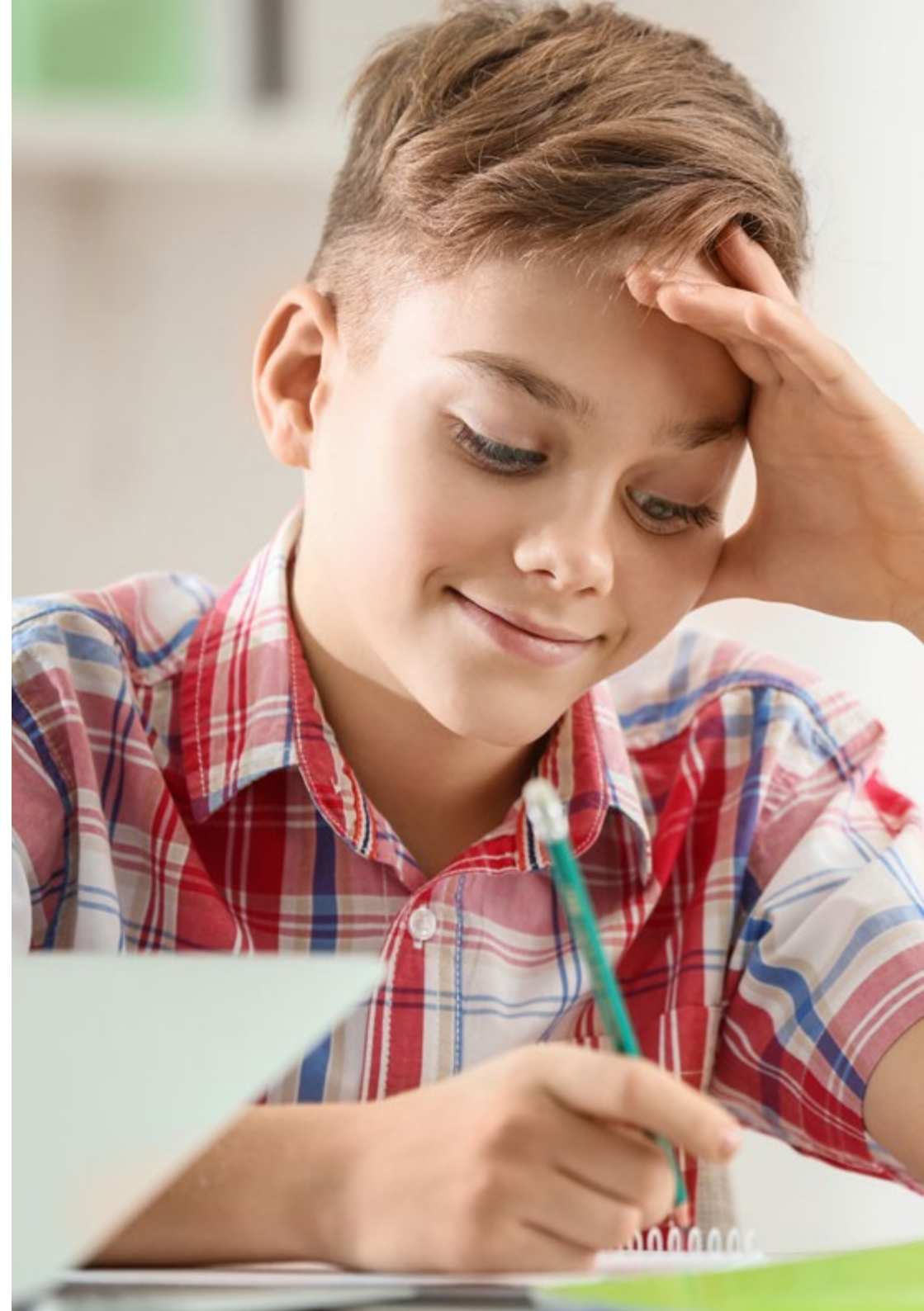
- 3.1. The Perception Process
 - 3.1.1. An Introduction to Perception
 - 3.1.2. Color Perception
 - 3.1.3. Anomalous Perceptions
- 3.2. Motion Perception
 - 3.2.1. Definition of Motion
 - 3.2.2. Motion Perception Functions
 - 3.2.3. Characteristics of Motion Perception and its Types
- 3.3. Perception of Speech
 - 3.3.1. Physical Characteristics of the Signal
 - 3.3.2. Acoustic Wave Elements
 - 3.3.3. Theories of Speech Perception
- 3.4. Perception of Language
 - 3.4.1. Perception of Vowels
 - 3.4.2. Perception of Consonants
 - 3.4.3. Conclusions
- 3.5. Introduction to the Study of Attention
 - 3.5.1. Concept of Attention
 - 3.5.2. Attention Characteristics
 - 3.5.3. Determinants of Attention
 - 3.5.4. Types of Care
- 3.6. Selective Attention
 - 3.6.1. Definition and Concept of Selective Attention
 - 3.6.2. Selective Attention Dimensions
 - 3.6.3. Models of Selective Attention
- 3.7. Divided Attention
 - 3.7.1. Definition and Concept of Divided Attention
 - 3.7.2. Split-care Models
 - 3.7.3. Automaticity and Attentional Control

- 3.8. Sustained Attention
 - 3.8.1. Definition and Concept of Sustained Attention
 - 3.8.2. Characteristics of Sustained Attention Tasks
 - 3.8.3. Theories of Sustained Attention
- 3.9. The Contribution of Attention to Experimental Studies
 - 3.9.1. Experimental Tasks and Paradigms
 - 3.9.2. The Stroop Task
 - 3.9.3. Priming Tasks
 - 3.9.4. Double Task
- 3.10. Neuroscience of Attention
 - 3.10.1. Cerebral Bases of Attention
 - 3.10.2. The P300 Component as an Electrophysiological Indicator of Attentional Processes
 - 3.10.3. Sustained Attention and Neuroimaging
 - 3.10.4. Individual Differences in Perception and Attention
 - 3.10.5. Age Differences in Care

Module 4. Psychology of Thought and Language

- 4.1. Neurobiological Basis Involved in Language
 - 4.1.1. Introduction
 - 4.1.2. Language Definitions
 - 4.1.3. Historical Background
 - 4.1.4. Summary
 - 4.1.5. Bibliographical References
- 4.2. Language Development
 - 4.2.1. Introduction
 - 4.2.2. Appearance of Language
 - 4.2.3. Acquisition of Language
 - 4.2.4. Summary
 - 4.2.5. Bibliographical References

- 4.3. Neuropsychological Approaches to Language
 - 4.3.1. Introduction
 - 4.3.2. Brain Processes of Language
 - 4.3.3. Brain Areas Involved
 - 4.3.4. Neurolinguistic Processes
 - 4.3.5. Brain Centers Involved in Comprehension
 - 4.3.6. Summary
 - 4.3.7. Bibliographical References
- 4.4. Neuropsychology of Language Comprehension
 - 4.4.1. Introduction
 - 4.4.2. Brain Areas Involved in Comprehension
 - 4.4.3. Sounds
 - 4.4.4. Syntactic Structures for Linguistic Comprehension
 - 4.4.5. Semantic Processes and Meaningful Learning
 - 4.4.6. Reading Comprehension
 - 4.4.7. Summary
 - 4.4.8. Bibliographical References
- 4.5. Communication Through Language
 - 4.5.1. Introduction
 - 4.5.2. Language as a Tool for Communication
 - 4.5.3. Evolution of Language
 - 4.5.4. Social Communication
 - 4.5.5. Summary
 - 4.5.6. Bibliographical References
- 4.6. Language Disorders
 - 4.6.1. Introduction
 - 4.6.2. Speech and Language Disorders
 - 4.6.3. Professionals Involved in the Treatment
 - 4.6.4. Classroom Implications
 - 4.6.5. Summary
 - 4.6.6. Bibliographical References



- 4.7. Aphasia
 - 4.7.1. Introduction
 - 4.7.2. Types of Aphasia
 - 4.7.3. Diagnosis
 - 4.7.4. Assessment
 - 4.7.5. Summary
 - 4.7.6. Bibliographical References
- 4.8. Language Stimulation
 - 4.8.1. Introduction
 - 4.8.2. Importance of Language Stimulation
 - 4.8.3. Phonetic-Phonological Stimulation
 - 4.8.4. Lexical-Semantic Stimulation
 - 4.8.5. Morphosyntactic Stimulation
 - 4.8.6. Pragmatic Stimulation
 - 4.8.7. Summary
 - 4.8.8. Bibliographical References
- 4.9. Reading and Writing Disorders
 - 4.9.1. Introduction
 - 4.9.2. Delayed Reading
 - 4.9.3. Dyslexia
 - 4.9.4. Dysorthographia
 - 4.9.5. Dysgraphia
 - 4.9.6. Treatment of Reading and Writing Disorders
 - 4.9.7. Summary
 - 4.9.8. Bibliographical References
- 4.10. Evaluation and Diagnosis of Language Difficulties
 - 4.10.1. Introduction
 - 4.10.2. Language Evaluation
 - 4.10.3. Language Assessment Procedures
 - 4.10.4. Psychological Tests for Assessing Language
 - 4.10.5. Summary
 - 4.10.6. Bibliographical References

- 4.11. Intervention in Language Disorders
 - 4.11.1. Introduction
 - 4.11.2. Implementation of Improvement Programs
 - 4.11.3. Improvement Programs
 - 4.11.4. Improvement Programs Using New Technologies
 - 4.11.5. Summary
 - 4.11.6. Bibliographical References
- 4.12. Incidence of Language Difficulties on Academic Performance
 - 4.12.1. Introduction
 - 4.12.2. Linguistic Processes
 - 4.12.3. Incidence of Language Disorders
 - 4.12.4. Relationship Between Hearing and Language
 - 4.12.5. Summary
 - 4.12.6. Bibliographical References
- 4.13. Guidance for Parents and Teachers
 - 4.13.1. Introduction
 - 4.13.2. Language Stimulation
 - 4.13.3. Reading Stimulation
 - 4.13.4. Summary
 - 4.13.5. Bibliographical References

Module 5. Developmental Psychology

- 5.1. Developmental Psychology as a Science
 - 5.1.1. Conceptual Approach
 - 5.1.2. Development Dichotomies
 - 5.1.3. Areas of Development
 - 5.1.4. Life Cycle Periods
 - 5.1.5. Theories of Development
- 5.2. Prenatal Development and Birth
 - 5.2.1. Prenatal Development
 - 5.2.2. Birth
 - 5.2.3. First New-Born Screening: Capabilities of the New-Born
 - 5.2.4. Reflections
 - 5.2.5. The Activation States
- 5.3. Alterations in Prenatal Development
 - 5.3.1. Early Care
 - 5.3.2. Genetic Abnormalities
 - 5.3.3. The Influence of Environmental Factors on Prenatal Development
 - 5.3.4. Perinatal Disorders: Early Care
 - 5.3.5. Conceptual Approach. Typology and Characteristics of Early Childhood Care
 - 5.3.6. Structure and Operation
- 5.4. Evolutionary Characteristics of the Individual during the First Three Years of Life: Development
 - 5.4.1. General Characteristics of the Stage and its Location in the Current Educational System
 - 5.4.2. Physical Development
 - 5.4.3. Cognitive Development
 - 5.4.4. Linguistic Development
 - 5.4.5. Socio-Emotional Development
- 5.5. Childhood Development (3-6 years)
 - 5.5.1. General Characteristics of the Stage and its Location in the Current Educational System
 - 5.5.2. Physical Development
 - 5.5.3. Cognitive Development
 - 5.5.4. Linguistic Development
 - 5.5.5. Socio-Emotional Development
- 5.6. Developmental Disorders in the Early Childhood Education Period
 - 5.6.1. Assessment and Intervention Guidelines
 - 5.6.2. Sleep Disorders Eating Disorders
 - 5.6.3. Sphincter Control
 - 5.6.4. Separation Anxiety: Social and environmental influences
 - 5.6.5. Mental Retardation
 - 5.6.6. Neurodevelopment Disorders
- 5.7. Childhood Development (6-12 years)
 - 5.7.1. General Characteristics of the Stage and its Location in the Current Educational System
 - 5.7.2. Physical Development
 - 5.7.3. Cognitive Development
 - 5.7.4. Linguistic Development
 - 5.7.5. Socio-Emotional Development

- 5.8. Developmental Disturbances in Elementary School Period
 - 5.8.1. Assessment and Intervention
 - 5.8.2. Behavioral Disorders
 - 5.8.3. Socioemotional Disorders
 - 5.8.4. Attention Deficit Hyperactivity Disorders: Assessment Tools and Intervention Programs
- 5.9. Development during Adolescence and Early Adulthood
 - 5.9.1. Stage Disorders
 - 5.9.2. General Characteristics of the Stage and its Location in the Current Educational System
 - 5.9.3. Physical Development
 - 5.9.4. Cognitive Development
 - 5.9.5. Socio-Emotional Development
 - 5.9.6. Emancipation from Family of Origin: Inclusion of Youths
 - 5.9.7. Substance Use
- 5.10. Adult Development: Physical and Psychosocial
 - 5.10.1. Development in the Elderly: Aging, Retirement and Family
 - 5.10.2. Health and Disease in the Elderly
 - 5.10.3. Assessment and Intervention
 - 5.10.4. Adult Physical and Psychosocial Development: Adaptation, Changes, Stages, Crises
 - 5.10.5. Adulthood and Family and Work Context
 - 5.10.6. An Aging Population: Physical, Cognitive, Social, Psychological: Retirement
 - 5.10.7. The Elderly and the Family Context
 - 5.10.8. Physical Disorders
 - 5.10.9. Cognitive Impairment
 - 5.10.10. Dementias
 - 5.10.11. Depression

Module 6. Coaching

- 6.1. What is Coaching?
 - 6.1.1. An Objective-driven Process
 - 6.1.1.1. The Importance of Defining the Objective
 - 6.1.1.2. Starting from the End
 - 6.1.1.3. How to Define a SMART Objective
 - 6.1.1.4. From Apparent to Real Objective
 - 6.1.1.5. Target Characteristics
 - 6.1.2. A Process Among People
 - 6.1.2.1. Coaching Framework or Context
 - 6.1.2.2. The Coaching Relationship
 - 6.1.2.3. Influences in the Coaching Process
 - 6.1.2.4. Trust
 - 6.1.2.5. Respect
 - 6.1.3. The Bond
 - 6.1.4. A Communicative Process
 - 6.1.4.1. The Power of Language
 - 6.1.4.2. Active Listening
 - 6.1.4.3. Lack of Judgment
 - 6.1.4.4. Non-Verbal Communication
 - 6.1.5. An Action-oriented Process
 - 6.1.5.1. The Importance of Action
 - 6.1.5.2. Designing an Action Plan
 - 6.1.5.3. Monitoring
 - 6.1.5.4. Assessment
 - 6.1.5.5. A Creative Process
 - 6.1.5.6. Generating Options
 - 6.1.5.7. Choosing Options
- 6.2. The Origins and Background of Coaching
 - 6.2.1. Philosophical Origins and Maieutics
 - 6.2.1.1. Pre-Socratics
 - 6.2.1.2. The Maieutics of Socrates
 - 6.2.1.3. Plato
 - 6.2.1.4. Later Philosophical Influences

- 6.2.2. Influences of Humanistic Psychology
 - 6.2.2.1. The Basics of Humanistic Psychology
 - 6.2.2.2. Confidence in the Client's Ability
 - 6.2.2.3. Focus on Potentialities and Possibilities
- 6.2.3. Contributions of Positive Psychology
 - 6.2.3.1. The Basics of Positive Psychology
 - 6.2.3.2. Conditions for Positive Psychology
 - 6.2.3.3. Human Strengths
 - 6.2.3.4. Meaning and Purpose in Life
- 6.2.4. The Winner Game
 - 6.2.4.1. Deliberate Practice
 - 6.2.4.2. Improvement in Sports Performance
 - 6.2.4.3. Galwain
- 6.2.5. Orientalism
 - 6.2.5.1. Importance of the Process or Pathway
 - 6.2.5.2. Objectives as Goals
 - 6.2.5.3. Detachment from Expectations and Achievements
 - 6.2.5.4. Understanding Suffering
 - 6.2.5.5. The Power of the Present
- 6.2.6. Other Influences
 - 6.2.6.1. Systemic Psychology
 - 6.2.6.2. Gestalt Psychology
 - 6.2.6.3. The Flow Concept
 - 6.2.6.4. Zen Teachings
 - 6.2.6.5. Management
 - 6.2.6.6. Neurosciences
 - 6.2.6.7. Epigenetics
- 6.3. Current Schools and Trends
 - 6.3.1. The American School
 - 6.3.1.1. Practical Coaching Approach
 - 6.3.1.2. Thomas Leonard
 - 6.3.1.3. Other Exponents
 - 6.3.2. The European School
 - 6.3.2.1. Humanistic Coaching
 - 6.3.2.2. John Whitmore
 - 6.3.2.3. Other Exponents of European Coaching
 - 6.3.3. The Latin American School
 - 6.3.3.1. The Ontological Coaching Approach
 - 6.3.3.2. Rafael Echevarría and Julio Olalla
 - 6.3.3.3. Other Exponents of Latin American Coaching
- 6.4. Differences Between Coaching and Other Approaches
 - 6.4.1. Specificities of a Coaching Relationship
 - 6.4.1.1. The Coachee's Responsibility
 - 6.4.1.2. The Role of the Coach
 - 6.4.1.3. Achieving Objectives
 - 6.4.2. The Limits of Coaching
 - 6.4.2.1. Psychological Conditions of the Coachee
 - 6.4.2.2. The Coach's Review and Personal Work
 - 6.4.2.3. Discomfort and Neurosis in Coaching Processes
 - 6.4.2.4. Signs of Psychosis in the Coachee
 - 6.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
 - 6.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
 - 6.4.3. Psychotherapy
 - 6.4.3.1. The Psychotherapeutic Approach
 - 6.4.3.2. The Psychodynamic Approach
 - 6.4.3.3. The Humanistic Approach
 - 6.4.3.4. The Gestalt Approach
 - 6.4.3.5. The Behavioral Approach
 - 6.4.3.6. The Jungian Approach
 - 6.4.3.7. The Systemic Approach
 - 6.4.3.8. Complementation of Psychotherapy in Coaching Processes

- 6.4.4. Mentoring
 - 6.4.4.1. Mentoring Objectives
 - 6.4.4.2. Relationships in Mentoring
 - 6.4.4.3. The Power of Trust in Mentoring
 - 6.4.4.4. Mentoring Consulting
 - 6.4.4.5. The Limits of Mentoring
 - 6.4.4.6. Complementation of Mentoring in Coaching Processes
- 6.4.5. Consulting
 - 6.4.5.1. Consulting Relationships
 - 6.4.5.2. The Objectives of Consulting
 - 6.4.5.3. Complementation of Consulting in Coaching Processes
- 6.4.6. Counseling
 - 6.4.6.1. Relationships in Counseling
 - 6.4.6.2. Objectives and Scope
 - 6.4.6.3. Complementation of Counseling in Coaching Processes
- 6.4.7. Empowerment
 - 6.4.7.1. Definition
 - 6.4.7.2. Processes
 - 6.4.7.3. Types
- 6.4.8. Other Approaches
 - 6.4.8.1. Art Therapy
 - 6.4.8.2. Music Therapy
 - 6.4.8.3. Drama Therapy
 - 6.4.8.4. Dance Therapy
 - 6.4.8.5. Body Therapies and Mind-Body Integrative Therapies
- 6.5. Areas of Coaching
 - 6.5.1. Live Coaching
 - 6.5.1.1. Personal
 - 6.5.1.2. Family
 - 6.5.1.3. Relationship
 - 6.5.2. Sports Coaching
 - 6.5.2.1. Professional Sports Coaching
 - 6.5.2.2. Health and Fitness Coaching
 - 6.5.2.3. Executive Coaching
 - 6.5.2.4. Team Coaching
 - 6.5.2.5. Business Coaching
 - 6.5.2.6. Nutritional Coaching
 - 6.5.2.7. Systemic Coaching
 - 6.5.2.8. Psycho Coaching
 - 6.5.2.9. Transformational Coaching
 - 6.5.2.10. Educational Coaching
- 6.6. The Competences of a Coach
 - 6.6.1. The Code of Conduct
 - 6.6.1.1. Ecology
 - 6.6.1.2. Confidentiality
 - 6.6.1.3. Forming Partnerships
 - 6.6.1.4. Creating the Bond
 - 6.6.1.5. Honesty
 - 6.6.1.6. Transparency
 - 6.6.1.7. Respect
 - 6.6.1.8. Commitment
 - 6.6.2. In-house Skills
 - 6.6.2.1. Self-Knowledge
 - 6.6.2.2. Vulnerability
 - 6.6.2.3. Being Proactive
 - 6.6.2.4. Empathy
 - 6.6.2.5. Reflection

- 6.6.3. External Skills
 - 6.6.3.1. Effective Communication
 - 6.6.3.2. Active Listening
 - 6.6.3.3. Admiration
 - 6.6.3.4. Assertiveness
 - 6.6.3.5. Feedback
 - 6.6.3.6. Process Management
 - 6.6.3.7. Silence
 - 6.6.3.8. Motivation
- 6.6.4. Coaching Associations
 - 6.6.4.1. International Coach Federation
 - 6.6.4.2. International Coaching Community
 - 6.6.4.3. International Association of Coaching and Psychology
- 6.6.5. Coaching Qualifications and Preparation
 - 6.6.5.1. Quality Preparation Requirements
 - 6.6.5.2. Accredited Programs
 - 6.6.5.3. Professional Coach Accreditation
 - 6.6.5.4. Accreditation Process
- 6.6.6. The 11 ICF Core Competencies
 - 6.6.6.1. Laying the Foundations
 - 6.6.6.2. Co-Creating the Relationship
 - 6.6.6.3. Communicating Effectively
 - 6.6.6.4. Cultivating Learning and Growth
- 6.7. Session Structure
 - 6.7.1. Coach and Coachee Roles
 - 6.7.1.1. Role and Responsibilities of the Coach
 - 6.7.1.2. Role and Responsibilities of the Coachee
 - 6.7.1.3. The Coaching Process
 - 6.7.1.4. Defining Objectives
 - 6.7.1.5. Action Plan
 - 6.7.1.6. Commitment
 - 6.7.1.7. Partnerships
 - 6.7.1.8. Assessment
 - 6.7.2. Sponsor
 - 6.7.2.1. Company, Management or Institution as Sponsor
 - 6.7.2.2. Company and Coachee Objectives
 - 6.7.2.3. Responsibility in the Coaching Process
 - 6.7.3. Structure and Framework
 - 6.7.3.1. Initial Situation
 - 6.7.3.2. Desired Situation
 - 6.7.3.3. Distance Between the Start and Coaching Goal
 - 6.7.4. Partnership and Contract
 - 6.7.4.1. The Suitability of a Partnership
 - 6.7.4.2. The Contract and Contractual Matters
 - 6.7.4.3. Differences and Complementarity Between Partnership and Contract
 - 6.7.5. Types of Session According to their Purpose
 - 6.7.5.1. On Contact
 - 6.7.5.2. On the Starting Process
 - 6.7.5.3. On Development
 - 6.7.5.4. On Follow-up
 - 6.7.5.5. On Assessment
 - 6.7.5.6. On Closure
 - 6.7.6. Closing the Relationship
 - 6.7.6.1. Process Evaluation
 - 6.7.6.2. Relationship Evaluation
 - 6.7.6.3. Evaluating the Achievement of Objectives
- 6.8. Models
 - 6.8.1. Wasick
 - 6.8.2. PIE
 - 6.8.3. STIR

- 6.8.4. GROW Model
 - 6.8.4.1. Objective
 - 6.8.4.2. Reality
 - 6.8.4.3. Options
 - 6.8.4.4. Action
 - 6.8.4.5. OUTCOMES Model
 - 6.8.4.6. Objectives
 - 6.8.4.7. Reasons
 - 6.8.4.8. Acting from Now
 - 6.8.4.9. Clarifying the Difference
 - 6.8.4.10. Generating Options
 - 6.8.4.11. Motivating to action
 - 6.8.4.12. Enthusiasm and Incentives
 - 6.8.4.13. Support
- 6.8.5. ACHIEVES Model
 - 6.8.5.1. Assess, Cure and Situation
 - 6.8.5.2. Create Brainstorming of Alternatives
 - 6.8.5.3. Hone Goals
 - 6.8.5.4. Initiate Options
 - 6.8.5.5. Assess Options
 - 6.8.5.6. Validate Action Program
 - 6.8.5.7. Entourage Momentum
- 6.9. Coactive Coaching
 - 6.9.1. Fundamentals of Coactive Coaching
 - 6.9.2. The Coactive Coaching Model
 - 6.9.3. The Coactive Coaching Relationship
 - 6.9.4. Contexts
 - 6.9.4.1. Listening
 - 6.9.4.2. Intuition
 - 6.9.4.3. Curiosity
 - 6.9.4.4. Pushing and Deepening
 - 6.9.5. Self Management
 - 6.9.5.1. Principles and Practices
 - 6.9.5.2. Fullness
 - 6.9.5.3. Process
 - 6.9.5.4. Balance
 - 6.9.5.5. Combining
- 6.10. Coaching as a tool for the development of Groups, Companies and Communities
 - 6.10.1. Current challenges for Companies and Institutions
 - 6.10.2. Organizational Coaching
 - 6.10.3. Company Objectives
 - 6.10.4. Coaching Services for Companies
 - 6.10.4.1. Executive
 - 6.10.4.2. Specific Preparation Programs
 - 6.10.4.3. Shadow Coaching
 - 6.10.4.4. Group Coaching
 - 6.10.4.5. (Systemic) Team Coaching
 - 6.10.5. Psychometric Diagnostic Tools
 - 6.10.5.1. Motivation and values
 - 6.10.5.2. Psychometric Diagnostic Tools
 - 6.10.5.3. MBTI
 - 6.10.5.4. FIRO-B
 - 6.10.5.5. Feedback 360
 - 6.10.5.6. DISC
 - 6.10.5.7. Belbin
 - 6.10.5.8. Evolution in Systems and Communities
 - 6.10.5.9. Change and Innovation through Coaching
 - 6.10.5.10. Basic Coaching Tools
 - 6.10.5.10.1. Personal Life Wheel
 - 6.10.5.10.2. Teaching Wheel
 - 6.10.5.10.3. Student Wheel
 - 6.10.5.10.4. Personal SWOT Analysis
 - 6.10.5.10.5. Johari Window
 - 6.10.5.10.6. The GROW Model
 - 6.10.5.10.7. Circle of Control, Influence, and Concern
 - 6.10.5.10.8. Head, Heart, Belly
 - 6.10.5.10.9. VAK

Module 7. Developmental and Educational Optimization

- 7.1. Main Authors and Psychological Theories of Childhood Development
 - 7.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 7.1.2. E. Erikson's Theory of Psychosocial Development
 - 7.1.3. Jean Piaget's Theory of Cognitive Development
 - 7.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 7.1.3.2. Stages of Cognitive Development
 - 7.1.3.3. Sensory-motor Stage (0-2 years)
 - 7.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 years)
 - 7.1.3.5. Stage of Concrete Operations (7-11 years)
 - 7.1.3.6. Formal Operations Stage (11-12 years and older)
 - 7.1.4. Sociocultural Theory of Lev Vygotsky
 - 7.1.4.1. How Do We Learn?
 - 7.1.4.2. Higher Psychological Functions
 - 7.1.4.3. Language as a Mediating Tool
 - 7.1.4.4. Proximal Development Zone
 - 7.1.4.5. Development and Social Context
- 7.2. Introduction to Early Intervention
 - 7.2.1. History of Early Intervention
 - 7.2.2. Definition of Early Intervention
 - 7.2.2.1. Levels of Intervention in Early Intervention
 - 7.2.2.2. Main Fields of Action
 - 7.2.3. What is a CCDEA
 - 7.2.3.1. Concept of CCDEA
 - 7.2.3.2. Functioning of a CCDEA
 - 7.2.3.3. Professionals and Areas of Intervention
- 7.3. Developmental Aspects
 - 7.3.1. Development from 0-3 Years of Age
 - 7.3.1.1. Introduction
 - 7.3.1.2. Motor Development
 - 7.3.1.3. Cognitive Development
 - 7.3.1.4. Language Development
 - 7.3.1.5. Social Development

- 7.3.2. Development from 3-6 Years of Age
 - 7.3.2.1. Introduction
 - 7.3.2.2. Motor Development
 - 7.3.2.3. Cognitive Development
 - 7.3.2.4. Language Development
 - 7.3.2.5. Social Development
- 7.4. Milestones of Alarm in Child Development
 - 7.4.1. Introduction
 - 7.4.2. Warning Signs in Infants 0 to 2 Years of Age
 - 7.4.3. Warning Signs in Infants 2 to 7 Years of Age
- 7.5. Cognitive and Socio-affective Development from 7 to 11 Years of Age
 - 7.5.1. Development from 7-11 years of age
 - 7.5.2. Introduction
 - 7.5.3. Motor Development
 - 7.5.4. Cognitive Development
 - 7.5.5. Language Development
 - 7.5.6. Social Development
- 7.6. Cognitive Development during Adolescence and early Adulthood
 - 7.6.1. Development in Adolescence and Early Youth
 - 7.6.2. Introduction
 - 7.6.3. Motor Development
 - 7.6.4. Cognitive Development
 - 7.6.5. Language Development
 - 7.6.6. Social Development

Module 8. Disorders in Language Development

- 8.1. Introduction
- 8.2. Thought and Language: Their Relationships
 - 8.2.1. Theories Explaining its Development
 - 8.2.2. Thought and Language. Interdependence
 - 8.2.3. The Place of Language in Learning
- 8.3. Relationship between Language and Learning Difficulties
 - 8.3.1. Communication, Language, Speech and Language
 - 8.3.2. Language Development General
 - 8.3.3. Language Impairment Prevention

- 8.4. Language Developmental Delay and its Implications in Learning Difficulties
 - 8.4.1. Conceptualization of Language Development Delay and its Characterization
 - 8.4.2. Causes of Language Developmental Delay
 - 8.4.3. Importance of Early Identification and Care at School
 - 8.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 8.5. Most Common Language Disorders in Students
 - 8.5.1. Concepts and Delimitations
 - 8.5.2. Speech Disorders. Its Features in the Following Components: Phonetic, Phonological, Morpho-lexical, Syntactic, Semantic and Pragmatic
 - 8.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
- 8.6. Language Evaluation
 - 8.6.1. Assessment Tools
 - 8.6.2. Components to be Evaluated
 - 8.6.3. Evaluation Report
- 8.7. Attention to Language Disorders in Educational Institutions
 - 8.7.1. Language Disorders
 - 8.7.2. Speech Disorders
- 8.8. Activities for the Integration of Knowledge and its Practical Application
- 8.9. Recommending Readings
- 8.10. Bibliography

Module 9. Educational Psychology

- 9.1. History, Concept and Current Trends in Educational Psychology
 - 9.1.1. History: Beginning, Birth and Consolidation of Educational Psychology
 - 9.1.2. Conceptual Issues and Epistemological Diversity
 - 9.1.3. Educational Research Methodology
- 9.2. Nature, Characteristics and Approaches to Learning
 - 9.2.1. Introduction
 - 9.2.2. Learning Metaphors
 - 9.2.3. Conclusions
- 9.3. Behavioral Theories and Implications for Education
 - 9.3.1. Classical Conditioning in the Educational Context
 - 9.3.2. Instrumental Conditioning in the Educational Context
 - 9.3.3. Operant Conditioning in the Educational Context
 - 9.3.4. Social Learning by Bandura
 - 9.3.5. Techniques of Behavior Modification Based on Conditionings
- 9.4. Theories of Information Processing
 - 9.4.1. Beginnings, Influence Centers and Consolidation Period
 - 9.4.2. Adaptive Thought Control Theory
 - 9.4.3. Theory of Schemes
 - 9.4.4. Information Processing Theory
- 9.5. Cognitive Learning Theories
 - 9.5.1. Classic Theories
 - 9.5.2. Current Theories
 - 9.5.3. Implications in the Current Educational Context
- 9.6. Intelligence
 - 9.6.1. Conceptualization
 - 9.6.2. Psychometric Approach Theories
 - 9.6.3. Assessment Tools
 - 9.6.4. Cognitive/Actual Theories
 - 9.6.5. Current Theories
 - 9.6.6. Feuerstein's Model
 - 9.6.7. Sternberg Triarchic Theory
 - 9.6.8. Gardner's Theory of Multiple Intelligences
 - 9.6.9. Emotional Intelligence by Salovey, Mayer and Caruso
 - 9.6.10. Assessment Tools
 - 9.6.11. Intervention Programs
- 9.7. Learning Styles and Thinking
 - 9.7.1. Conceptualization
 - 9.7.2. Typologies, Features and Differential Criteria
 - 9.7.3. Assessment Tools
- 9.8. School Motivation and Learning
 - 9.8.1. Conceptualization and Explanatory Models of Motivation
 - 9.8.2. Types of Motivation
 - 9.8.3. Academic Goals

- 9.8.4. Motivation for Achievement
- 9.8.5. Assessment Tools
- 9.8.6. Intervention Models
- 9.9. Creativity Conceptual Approach
 - 9.9.1. Classic Models
 - 9.9.2. Current Models
 - 9.9.3. Assessment Tools
 - 9.9.4. Educational Applications
- 9.10. Interpersonal Relationships and Social Skills
 - 9.10.1. Classroom Group Processes
 - 9.10.2. Classroom Dynamics
 - 9.10.3. Conclusions

Module 10. Instructional Psychology

- 10.1. Historical Development and Current Trends in Instructional Psychology
 - 10.1.1. Historical Development: Roots, Birth and Development
 - 10.1.2. Classical and Modern Theories
 - 10.1.3. Conceptualization of the Psychology of Instruction
- 10.2. Methodology and Instructional Research
 - 10.2.1. Scientific Knowledge, Theories and Research in Educational Psychology and Instructional Psychology
 - 10.2.2. Types of Designs
 - 10.2.3. Types of Research Methodology
- 10.3. Instructional Design
 - 10.3.1. Conceptualization
 - 10.3.2. Design Dimensions and Components
 - 10.3.3. Instructional Design Levels
 - 10.3.4. Instructional Design Phases
 - 10.3.5. Instructional Design Types
- 10.4. Teacher Instructional Mediation: Teaching Styles. Assessment and Intervention
 - 10.4.1. Conceptual Approach
 - 10.4.2. Typologies: Classic and Modern
 - 10.4.3. Assessment Tools
 - 10.4.4. Intervention Proposals in the Instructional Context



- 10.5. Learner Mediation: Learning Strategies. Assessment and Intervention
 - 10.5.1. Conceptual Approach
 - 10.5.2. Analysis of the Current State of Research
 - 10.5.3. Typological Diversity
 - 10.5.4. Assessment Tools
 - 10.5.5. Intervention Programs for Learning Strategies
- 10.6. Peer Mediation. Cooperative Learning
 - 10.6.1. Conceptual Approach and Variables Involved in Cooperative Learning
 - 10.6.2. Cooperative Learning Models and Structures
 - 10.6.3. Implications in the Instructional Context
- 10.7. Context Mediation. Situation Variables
 - 10.7.1. Identification of Situational Variables
 - 10.7.2. Physical Environment and Material Resources
 - 10.7.3. Conclusions
- 10.8. Instructional Design in Learning Content. Evaluation and Intervention Programs
 - 10.8.1. Written Language
 - 10.8.2. Mathematical Language
 - 10.8.3. Evaluation Instruments in the Instructional Context
 - 10.8.4. Intervention Programs
- 10.9. Instructional Design in Values
 - 10.9.1. Evaluation and Intervention Identification of Values
 - 10.9.2. Analysis of Values in the Instructional Context
 - 10.9.3. Evaluation Instruments and Intervention Proposals
- 10.10. Instructional Design and Attention to Diversity. Evaluation and Intervention Proposals
 - 10.10.1. Conceptualization and Identification of Diversity in the Instructional Context
 - 10.10.2. Analysis of Diversity in the Instructional Context Assessment Tools and Intervention Proposals
 - 10.10.3. Conclusions

05 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.



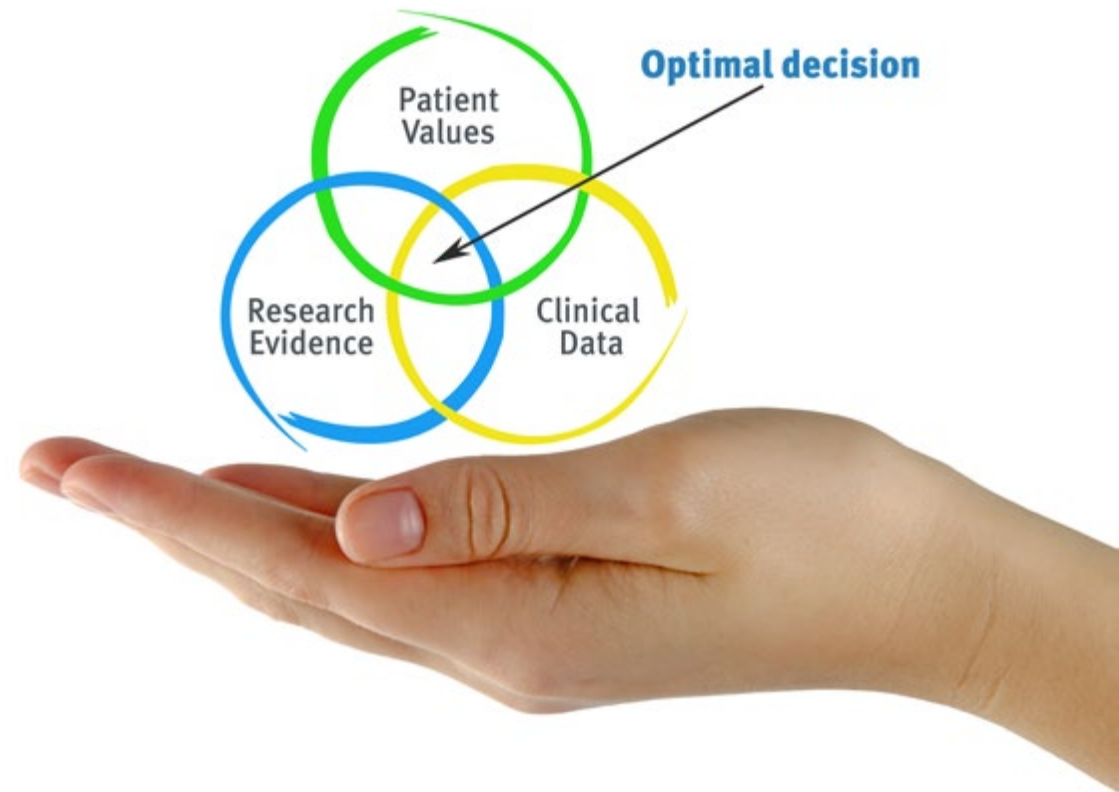
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH 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

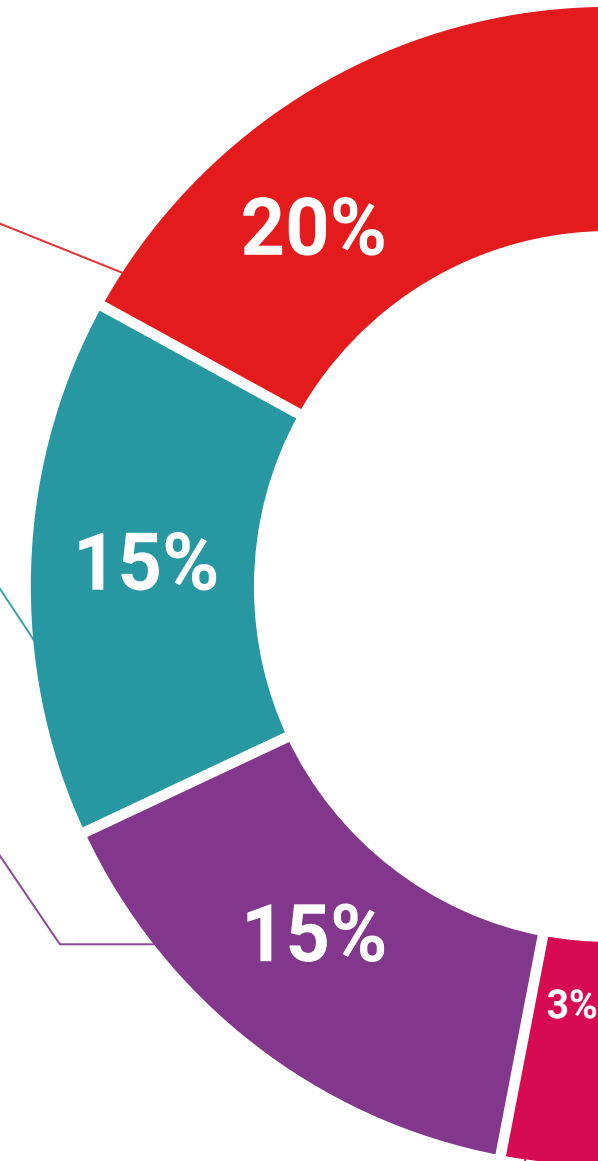
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

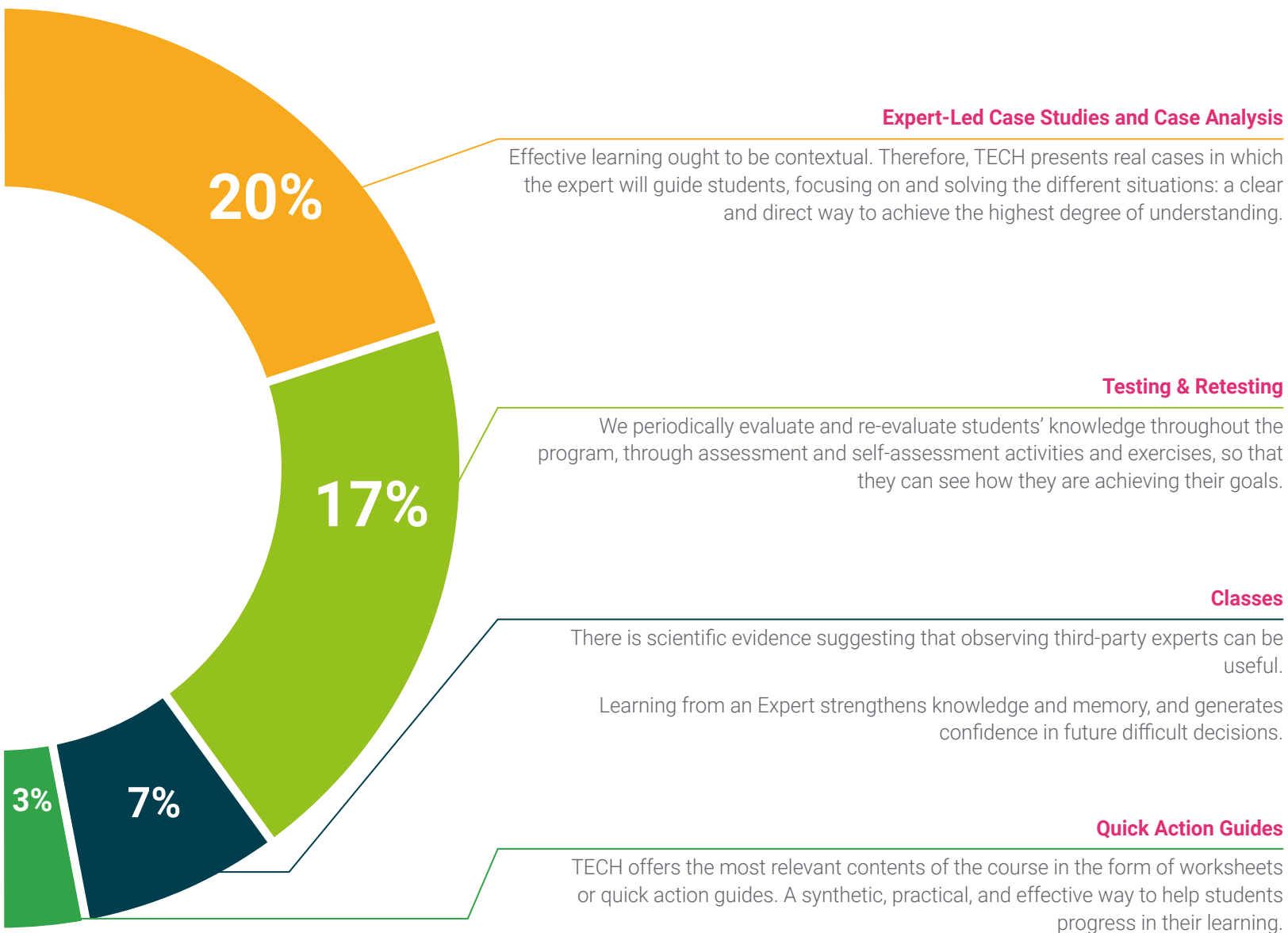
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Master's Degree in Educational Psychology guarantees, in addition to the most rigorous and up-to-date education, access to a Master's Degree issued by TECH Global University.

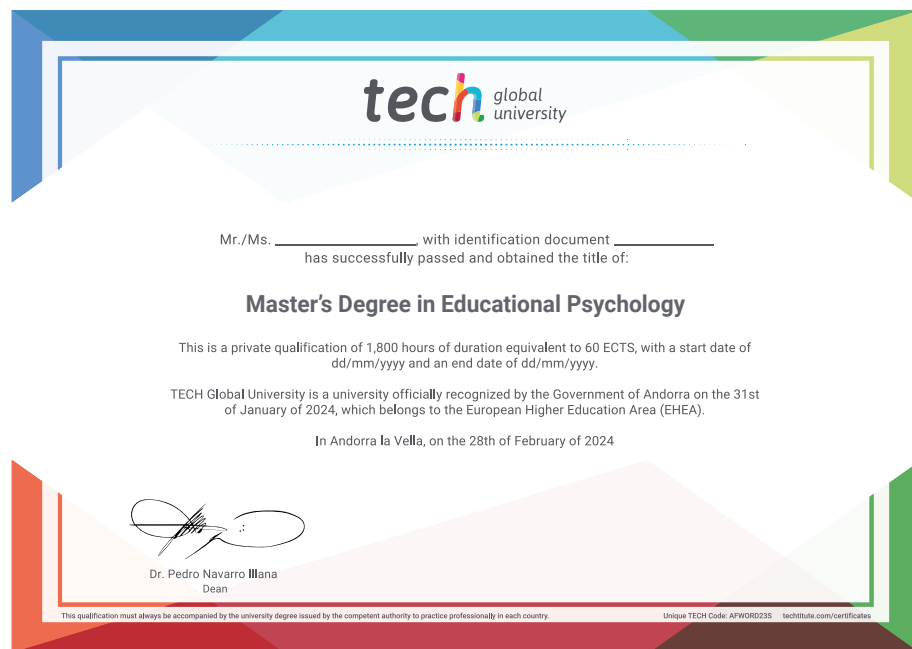


“

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 **Master's Degree diploma in Educational Psychology** 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.



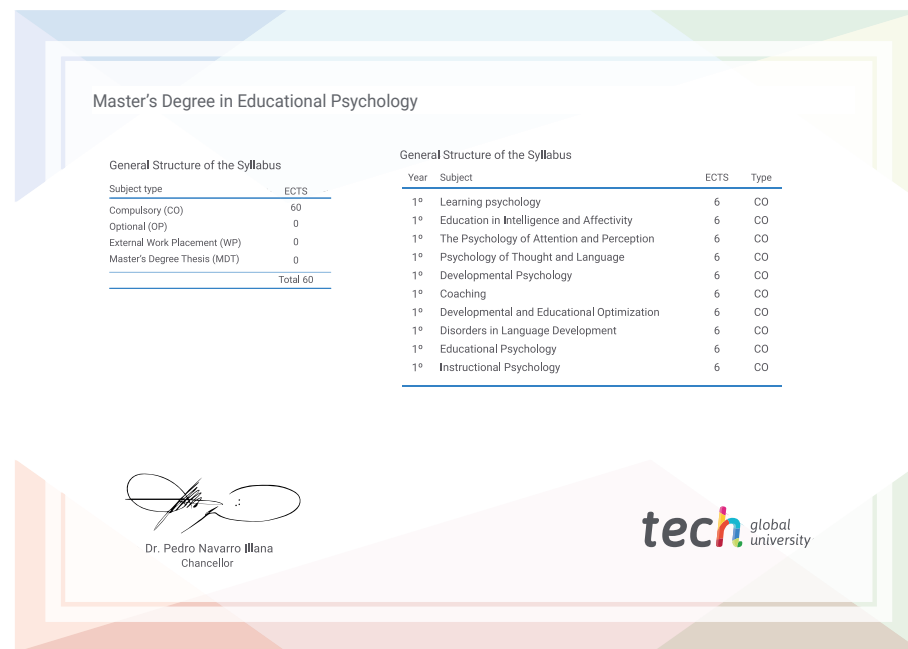
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Educational Psychology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree Educational Psychology

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

Master's Degree

Educational Psychology

