

Postgraduate Certificate

Educational and Instructional Psychology for Teachers



Postgraduate Certificate Educational and Instructional Psychology for Teachers

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/postgraduate-certificate/educational-instructional-psychology-teachers

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01

Introduction

The psychology of instruction offers new avenues of work and development to professionals in this field. With the knowledge you will gain from this course, and above all, with the practical skills you will be able to develop, you will be able to intervene successfully in this field of work. A training that you cannot miss if you want to be competitive in the demanding labor market.



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This Postgraduate Certificate will broaden your horizons as a psychologist and will allow you to grow personally and professionally"

This Postgraduate Certificate is a complete and advanced educational process in the context of educational and instructional psychology. A training created by experts in the field that will show you the different theories and approaches giving you the tools you need to face any therapeutic situation in this subject. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. Learn the characteristics and fundamental aspects of pharmacology.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to 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 **Postgraduate Certificate in Educational and Instructional Psychology for Teachers** 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 Psychotherapeutic Schools
- ♦ 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 self-assessment can be used 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



A training program created for professionals who aspire for excellence, one that will allow you to acquire new skills and strategies in a fluid and effective manner"

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An approach that is totally focused on capacitative effectiveness, which will allow you to learn in a real, constant and efficient way”

It includes a very broad teaching staff made up of experts in psychology, who share their work experience in this program, as well as recognized specialists from leading communities and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program designed to learn in real situations.

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

Forget the obsolete ways of studying the traditional way and make your learning easier and more motivating.

This Postgraduate Certificate makes a difference in the labor market by placing you among the most qualified professionals.



02

Objectives

The objectives of this program have been established as a guide for the development of all training, with the specific mission of offering the students a very intensive education that really drives their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.



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Get up to date on instructional psychology developments in the educational environment and renew your skills with one of the most useful updates in this sector"



General Objective

- ♦ Train psychology professionals in the knowledge of Psychotherapeutic Schools and in the different models and techniques of Intervention, with real working capacity and with optimal results, supported by the most updated and useful theoretical and practical knowledge for their profession

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This Postgraduate Certificate is aimed at all psychologists who want to achieve a high degree of specialization in the field of Educational and Instructional Psychology”





Specific Objectives

- ◆ Identify the characteristics of the theoretical models of Educational Psychology
- ◆ Recognize the functions 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 treatments 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 of psychological functions involved in the development of the individual throughout his or her life. Define these principles and how they relate to educational principles
- ◆ 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

Structure and Content

The structure of the contents has been designed by a team of professionals with long experience in this subject. A selection of the most updated and relevant materials on this subject has been made, in order to establish an interesting, effective and complete educational path for the psychology professional. With the objectives of quality and efficiency that ensure a real specialization.





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This Postgraduate Certificate in Educational and Instructional Psychology for Teachers contains the most complete and up-to-date scientific program on the market.

Module 1. Educational Psychology

- 1.1. History, Concept and Current Trends in Educational Psychology
 - 1.1.1. History: Beginning, Birth and Consolidation of Educational Psychology
 - 1.1.2. Conceptual Issues and Epistemological Diversity
 - 1.1.3. Educational Research Methodology
- 1.2. Nature, Characteristics and Approaches to Learning
 - 1.2.1. Introduction
 - 1.2.2. Learning Metaphors
 - 1.2.3. Conclusions
- 1.3. Behavioral Theories and Implications for Education
 - 1.3.1. Classical Conditioning in the Educational Context
 - 1.3.2. Instrumental Conditioning in the Educational Context
 - 1.3.3. Operant Conditioning in the Educational Context
 - 1.3.4. Social Learning by Bandura
 - 1.3.5. Techniques of Behavior Modification Based on Conditionings
- 1.4. Theories of Information Processing
 - 1.4.1. Beginnings, Influence Centers and Consolidation Period
 - 1.4.2. Adaptive Thought Control Theory
 - 1.4.3. Theory of Schemes
 - 1.4.4. Information Processing Theory
- 1.5. Cognitive Learning Theories
 - 1.5.1. Classic Theories
 - 1.5.2. Current Theories
 - 1.5.3. Implications in the Current Educational Context
- 1.6. Intelligence
 - 1.6.1. Conceptualization
 - 1.6.2. Psychometric Approach Theories
 - 1.6.3. Assessment Tools
 - 1.6.4. Cognitive / Current Theories
 - 1.6.5. Current Theories
 - 1.6.6. Feuerstein's Model
 - 1.6.7. Sternberg Triarchic Theory
 - 1.6.8. Gardner's Theory of Multiple Intelligences
 - 1.6.9. Emotional Intelligence by Salovey, Mayer and Caruso
 - 1.6.10. Assessment Tools
 - 1.6.11. Intervention Programs
- 1.7. Learning Styles and Thinking
 - 1.7.1. Conceptualization
 - 1.7.2. Typologies, Features and Differential Criteria
 - 1.7.3. Assessment Tools
- 1.8. School Motivation and Learning
 - 1.8.1. Conceptualization and Explanatory Models of Motivation
 - 1.8.2. Types of Motivation
 - 1.8.3. Academic Goals
 - 1.8.4. Motivation for Achievement
 - 1.8.5. Assessment Tools
 - 1.8.6. Intervention Models
- 1.9. Creativity Conceptual Approach
 - 1.9.1. Classic Models
 - 1.9.2. Current Models
 - 1.9.3. Assessment Tools
 - 1.9.4. Educational Applications
- 1.10. Interpersonal Relationships and Social Skills
 - 1.10.1. Classroom Group Processes
 - 1.10.2. Classroom Dynamics
 - 1.10.3. Conclusions

Module 2. Instructional psychology

- 2.1. Historical Development and Current Trends in Instructional Psychology
 - 2.1.1. Historical Development: Roots, Birth and Development
 - 2.1.2. Classical and Modern Theories
 - 2.1.3. Conceptualization of the Psychology of Instruction
- 2.2. Methodology and Instructional Research
 - 2.2.1. Scientific knowledge, Theories and Research in Educational Psychology and Instructional Psychology
 - 2.2.2. Types of Designs
 - 2.2.3. Types of Research Methodology
- 2.3. Instructional Design
 - 2.3.1. Conceptualization
 - 2.3.2. Design Dimensions and Components
 - 2.3.3. Instructional Design Levels
 - 2.3.4. Instructional Design Phases
 - 2.3.5. Instructional Design Types
- 2.4. Teacher Instructional Mediation: Teaching Styles. Assessment and Intervention
 - 2.4.1. Conceptual Approach
 - 2.4.2. Typologies: Classic and Modern
 - 2.4.3. Assessment Tools
 - 2.4.4. Intervention Proposals in the Instructional Context
- 2.5. Learner Mediation: Learning Strategies. Assessment and Intervention
 - 2.5.1. Conceptual Approach
 - 2.5.2. Analysis of the Current State of Research
 - 2.5.3. Typological Diversity
 - 2.5.4. Assessment Tools
 - 2.5.5. Intervention Programs in Learning Strategies
- 2.6. Peer Mediation. Cooperative Learning
 - 2.6.1. Conceptual Approach and Variables Involved in Cooperative Learning
 - 2.6.2. Cooperative Learning Models and Structures
 - 2.6.3. Implications in the Instructional Context
- 2.7. Context Mediation. Situation Variables
 - 2.7.1. Identification of Situational Variables
 - 2.7.2. Physical Environment and Material Resources
 - 2.7.3. Conclusions
- 2.8. Instructional Design in Learning Content. Evaluation and Intervention Programs
 - 2.8.1. Written Language
 - 2.8.2. Mathematical Language
 - 2.8.3. Evaluation Instruments in the Instructional Context
 - 2.8.4. Intervention Programs
- 2.9. Instructional Design in Values
 - 2.9.1. Evaluation and Intervention Identification of Values
 - 2.9.2. Analysis of Values in the Instructional Context
 - 2.9.3. Evaluation Instruments and Intervention Proposals
- 2.10. Instructional Design and Attention to Diversity. Evaluation and Intervention Proposals
 - 2.10.1. Conceptualization and Identification of Diversity in the Instructional Context
 - 2.10.2. Analysis of Diversity in the Instructional Context Assessment Tools and Intervention Proposals
 - 2.10.3. Conclusions



Our curriculum has been designed with teaching effectiveness in mind: so that you learn faster, more efficiently, and on a more permanent basis"

04

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.



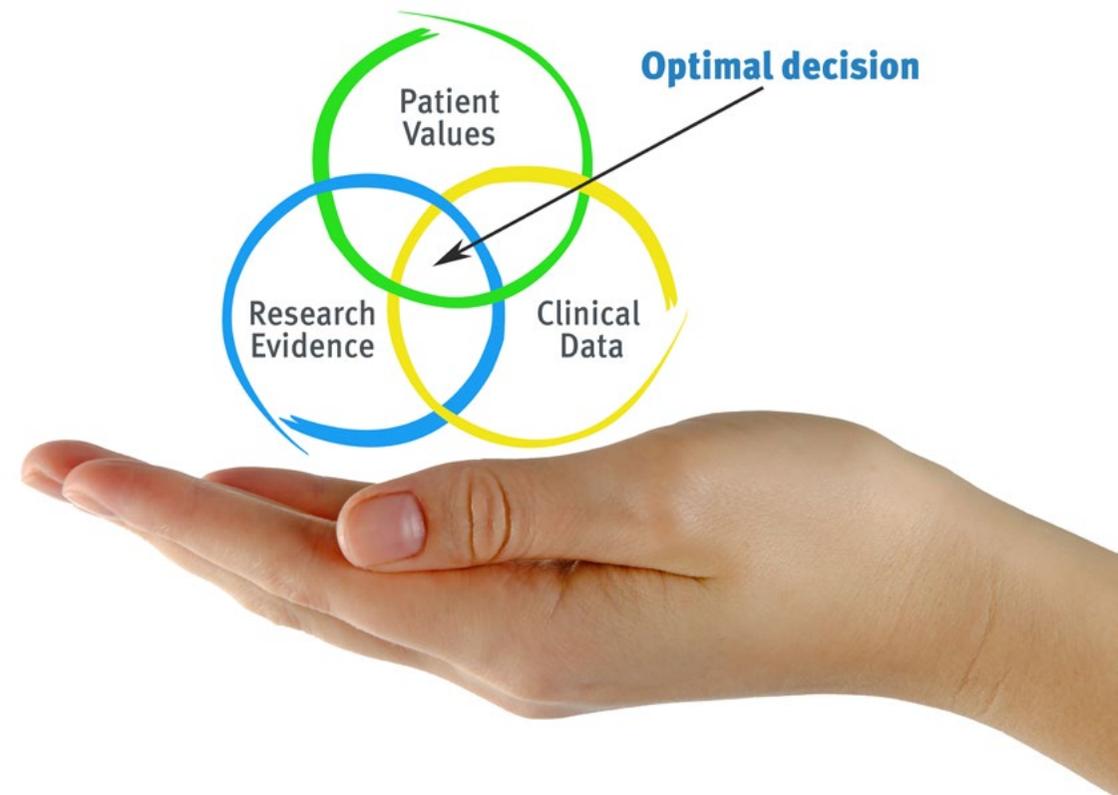
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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. Gérvas, 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.

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

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

1. 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 adapted in 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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically assess and re-assess students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



05

Certificate

The Postgraduate Certificate in Educational and Instructional Psychology for Teachers guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Educational and Instructional Psychology for Teachers** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Educational and Instructional Psychology for Teachers**

Official N° of Hours: **300 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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



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