

Postgraduate Certificate

Psycho-Educational Macro Theories
and Paradigms, Methods, Strategies
and Resources



Postgraduate Certificate

Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

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

Website: www.techtute.com/us/psychology/postgraduate-certificate/psycho-educational-macro-theories-paradigms-methods-strategies-resources

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01

Introduction

Throughout history, different educational paradigms have responded to political and economic changes in the social sphere. Learning theories were born out of the identification of education as one of the elements that address social injustices. Today, these theories underpin the novel strategies that specialists must be aware of in order to develop good professional practice in the educational field. For this reason, TECH offers a program that explores the particularities of classical authors and behavioral models of learning, as well as the psychoeducational challenges of universal educational design, diversity and social integration. All this, through a 100% online teaching, which facilitates the monitoring of the subject allowing to students adapt the pace of study to the personal and professional needs of.



“

This Postgraduate Certificate will give you the keys to master the history and evolution of learning theories in just 6 weeks”.

Famous thinkers, such as Pavlov, developed theories that investigated behavior in the learning process. This group of philosophers maintained that behavior can be predicted and controlled with different tools. At present, understanding the development of young people in schools requires professionals capable of analyzing the global conceptions of discovery, trial and error, social, vicarious and meaningful learning, among others. For this reason, TECH has designed a program that meets the requirements of graduates in Psychology, to project their careers Communication Management towards the most modern pedagogy of the current educational framework.

This program delves into the macro theories of learning, psychoeducational paradigms and the main authors such as Watson, Piaget and Brunner, among many other issues. All this, with a 100% online program, supported by a teaching team versed in the psycho-educational field. In addition, thanks to the *Relearning* methodology applied by TECH, students are exempted from long hours of study and are given the opportunity to learn in a progressive and continuous way for a more effective assimilation of concepts.

Likewise, this Postgraduate Certificate is developed in only 6 weeks in order to speed up the academic process and provide students with skills through theoretical and practical exercises and the simulation of real cases that prepare them for their practical application in the classroom. This is a unique opportunity for those specialists who wish to acquire a quality university program at their fingertips, with just one click.

This **Postgraduate Certificate in Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in psychology and education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the process of self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative 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 100% online program, which gives you all the possibilities so that you can carry it out together with the rest of your personal life responsibilities"

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Get theoretical and practical materials to understand the global conceptions of learning in a dynamic way and with the schedules of your choice”

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.

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 immersive education programmed to learn in real situations.

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

Update your knowledge about Contemporary reinforcement strategies and count on the support of a teaching team versed in psychology.

Classical authors have developed teaching models so that neuropsychologists like you have a basis from which to detect different cases of AD.



02

Objectives

The main objective of this Postgraduate Certificate in Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources is to offer students the most up-to-date content on emotional learning and personalizing teaching, as well as experiential learning and Connectivist and Constructivist teaching models, using technological tools. Likewise, the didactic and innovative material offered by TECH in all its degrees brings students directly to the classical model of Pavlov and Watson, Skinner's radical model, Tolman's intentional model and Hull's deductive model. All this, so that current psychologists can project their professional careers, together with a specialized teaching team with whom they can discuss and carry out an exhaustive monitoring of the subject.



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Delve into the stages of cognitive development and the theories of Bandura and Gagné to become a more competent professional in this area”



General Objectives

- ♦ Understand the neurobiological and cognitive bases involved in learning
- ♦ Know the different categories of LD in the formal and non-formal framework, their assessment and diagnosis
- ♦ Identify the different cognitive models of learning such as the Behaviorist, Constructivist, Connectivist Typology, among others
- ♦ Make reliable diagnoses and provide appropriate interventions in each psycho-educational setting
- ♦ Apply specific intervention techniques and programs for Learning Difficulties
- ♦ Face psycho-educational challenges towards universal educational design, diversity and social inclusion and social integration





Specific Objectives

- Analyze the different learning theories, with the main authors and studies on the subject
- Study cognitive learning models, as well as constructivist teaching models
- Discern the specificities of diversity care and the psycho-educational challenges it raises

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Achieve your goals now with TECH's teaching of cognitive models of learning and Behavioral and Constructivist teaching models”

03

Course Management

TECH has a team of experts in Psychology and Education to transmit theoretical and practical knowledge to increase the skills of the students of this program. Thanks to their collaboration, the teaching team will teach theoretical concepts, but will also be able to share with the students the practical experiences with which they have developed over the years in the educational field. In addition, teachers will be available to psychology graduates through personalized and individual tutoring, which is essential for the psychologist to obtain instruction adapted to his or her own interests. The contact with the teachers is also direct, thanks to which all kinds of questions about the subject will be shared.



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The experience of the teachers guarantees you quality content that you will learn thanks to their guidance on the evolution of learning theories”

Management



Ms. Torres García, Cathaysa

- ♦ Psychologist expert in Education
- ♦ Dynamizadora de talleres infantojuveniles de Animación a la Lectura en PIALTE
- ♦ Educational psychologist and Early Childhood Education teacher at Centro Infantil Higopico
- ♦ Psychologist at Hamelín Children's Center
- ♦ Freelance Educational Psychologist
- ♦ University Lecturer
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Educational Psychology at the University of La Laguna
- ♦ University Specialist in Early Childhood Care at the Antonio de Nebrija University

Professors

Ms. López, Ana Karina

- ♦ Psychologist expert in Health Psychology
- ♦ Psychologist, trainer and facilitator in the field of social participation of the elderly program of the Fundación la Caixa
- ♦ Clinical Psychologist in the field of Child and Adolescent Psychotherapy at the Psychological Office María Auxiliadora
- ♦ Graduate in Psychology at Arturo Michelena University
- ♦ Master's Degree in General Health Psychology at the University of La Laguna
- ♦ Diploma in Organizational Psychology and Human Resources at the University of Carabobo



04

Structure and Content

The content of this Postgraduate Certificate proposes a study focused on psychoeducational paradigms in order to expand and update the knowledge of Psychology graduates. In order to achieve this, TECH has been equipped with theoretical and practical materials for students to delve into the macro theories of learning, psycho-educational paradigms, the main authors, such as Pavlov, Piaget and Brunner, among many other issues. In addition, the *Relearning* system, based on content reiteration, exempts psychologists from long hours of memorization and allows them to follow a progressive and easy study, balancing it with other aspects of their life.



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Chose the pace of your studies to your needs and balance your university studies with the rest of your life, thanks to TECH"

Module 1. Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

- 1.1. Historical Framework and Learning Theory Development
 - 1.1.1. Learning Theory History and Evolution
 - 1.1.2. First Approaches
 - 1.1.3. Current Understanding of Learning Difficulties
- 1.2. Introduction to Learning Theories and Main Authors
 - 1.2.1. Global Concepts of Learning and Types of Learning
 - 1.2.1.1. Discovery Learning
 - 1.2.1.2. Trial and Error Learning
 - 1.2.1.3. Innovative Learning
 - 1.2.1.4. Latent Learning
 - 1.2.1.5. Reader Learning
 - 1.2.1.6. Learning Maintenance
 - 1.2.1.7. Social Learning
 - 1.2.1.8. Vicarious Learning
 - 1.2.1.9. Continuous-Vertical Learning
 - 1.2.1.10. Significant Learning
 - 1.2.2. Main Authors
 - 1.2.2.1. Pavlov. Conditioned Learning
 - 1.2.2.2. Piaget. Cognitive Development Stages
 - 1.2.2.3. Brunner. Scaffolding Theory
 - 1.2.2.4. Ausubel. Significant Learning Theory
 - 1.2.2.5. Bandura. Social Learning Theory
 - 1.2.2.6. Gagné's Learning Theory
- 1.3. Behavioral Teaching Models
 - 1.3.1. Pavlov and Watson's Classical Model
 - 1.3.2. Skinner's Radical Model
 - 1.3.3. Tolman's Intentional Model
 - 1.3.4. Hull's Deductive Model



- 1.4. Cognitive Learning Models I
 - 1.4.1. Brunner. Scaffolding Theory Discovery Learning
 - 1.4.2. Ausubel. Significant Learning Theory. Expository Teaching Method
 - 1.4.3. Gagné's Instructional Hierarchy Model
- 1.5. Cognitive Learning Models II
 - 1.5.1. Introduction to the Sociocultural Approach to Learning
 - 1.5.2. Relationship between Language and Mind
 - 1.5.3. Vygotsky's Sociocultural Theory of Cognitive Development
 - 1.5.4. Proximal Development Zone Concept
 - 1.5.5. Information Processing Theory (Gestalt, Multichannel Learning)
 - 1.5.6. Social Cognitive Perspective (Tolman, Bandura)
- 1.6. Constructivist Teaching Models
 - 1.6.1. Piaget and Vygotsky
 - 1.6.2. Other Constructivist Models (Social Environment, , Thinking and Language, Action Theory)
 - 1.6.3. Constructivist Instructional Design Theories
- 1.7. Connectivism Teaching Model
 - 1.7.1. Connectivism Principles
 - 1.7.2. Learning Network
 - 1.7.3. Pedagogical Proposals
 - 1.7.4. Instructional Design According to Connectivism
- 1.8. Emotional Learning and Personalized Teaching (Cognitive-, Emotional and Humanistic Approaches)
 - 1.8.1. Historical Review and Relevant Authors
 - 1.8.2. Emotional Intelligence and its Impact on Learning
 - 1.8.3. Personalized and Customized Education
 - 1.8.4. Personalized Education: Techniques and Resources
 - 1.8.5. Personalized Education and ICT Challenges
- 1.9. Experiential Learning
 - 1.9.1. Experiential Learning Concept
 - 1.9.2. Experiential Learning Implications for Learning
 - 1.9.3. Techniques and Resources from an Experiential Learning Perspective
 - 1.9.4. Practices Based on Experiential Learning. Case Descriptions
- 1.10. Psycho-Educational Challenges and Diversity Attention
 - 1.10.1. Diversity Attention at School
 - 1.10.2. Diversity Attention in Specialized Centers
 - 1.10.3. Psycho-Educational Challenges in Students with Curricular Adaptations in the Classroom
 - 1.10.4. Psycho-Educational Challenges Towards Universal Educational Design. Diversity and Social Integration



Become a specialist in learning theories, taking into account the global conceptions of learning and its main authors"

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. 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 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.





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 evaluate and re-evaluate 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.



06

Certificate

The Postgraduate Certificate in Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a bright blue sky with light, wispy clouds. One cap is in the foreground on the left, and another is slightly behind it to the right. The right side of the image is partially obscured by a large, diagonal graphic element consisting of a white triangle and a magenta triangle. The quote is positioned on the white triangle.

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

This program will allow you to obtain your **Postgraduate Certificate Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources** 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** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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 language
classroom



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