Postgraduate Diploma
Educational Alternatives and Learning Development

tech technological university

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Postgraduate Diploma
Educational Alternatives and Learning Development

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-educational-alternatives-learning-development

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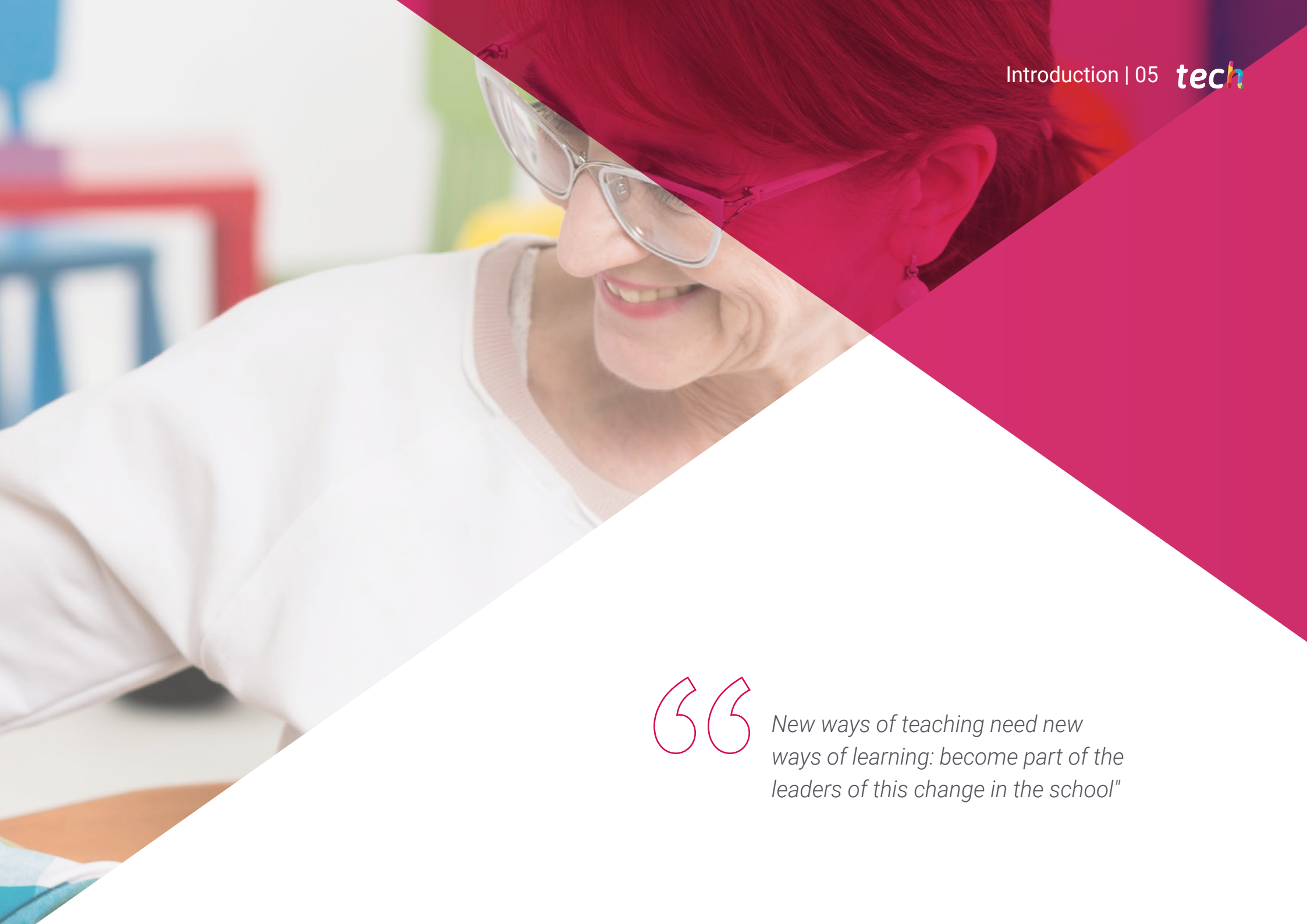
01

Introduction

Society is not homogeneous and the school, a replica of social models, is not homogeneous either. Diversity is now seen as the norm, not the exception. Functional, emotional, gender, etc. diversity, the neuropsychologist becomes in this context a key figure in the educational approach. Therefore, the professional must be permanently trained to implement new forms and systems of learning in the classroom.



New ways of teaching need new ways of learning: become part of the leaders of this change in the school"

The work in neuropsychology is complex. It covers a broad spectrum of intervention that requires the professional to have very specific training in the various branches of brain development. This discipline, deeply linked to neurology and the physiological study of the brain, is affected by the changes that the evolution of knowledge in this scientific branch achieves. For professionals, this means an intense challenge of continuous updating that allows them to be at the forefront in terms of approach, intervention and monitoring of the cases that may arise in their practice.

Throughout this specialization, the student will go through all the current approaches in the work of the neuropsychologist in the different challenges that his/her profession presents. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This challenge is one of TECH's social commitments: to help highly qualified professionals to specialize and develop their personal, social and work skills during the course of their training.

Not only does it lead through the theoretical knowledge offered, but it also shows another way of studying and learning, more organic, simpler and more efficient. We will work to keep you motivated and to develop in you a passion for learning. We will encorauge you to think and develop critical thinking.

This **Postgraduate Diploma in Educational Alternatives and Learning Development** contains the most complete and up-to-date program. The most important features include:

- The latest technology in online teaching software.
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practicing experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-evaluation and learning verification.
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection work
- Availability of the contents from any fixed or portable device with internet connection
- Supplementary documentation databases are permanently available, even after the program

A program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"

The management of difficulties in the classroom is one of the skills that requires the most tools from the professional: a knowledge that this Postgraduate Diploma offers you in just a few months"

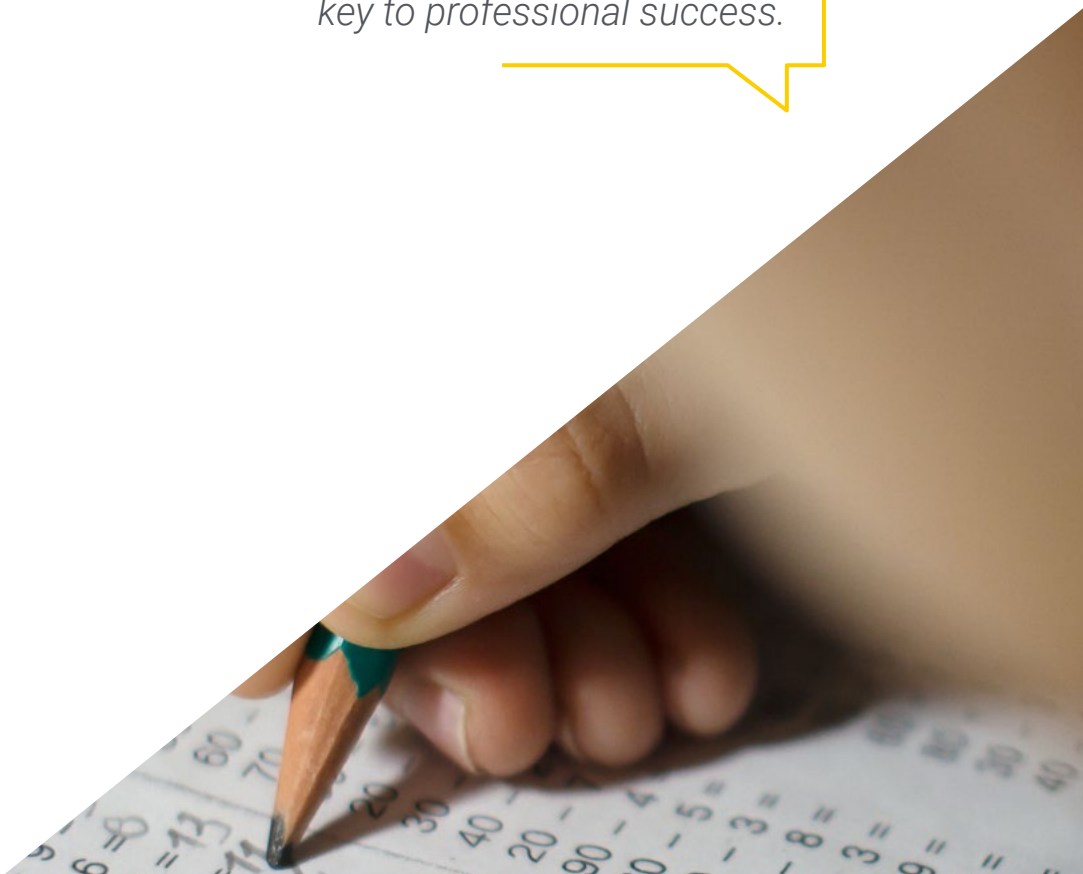
Our teaching staff is made up of working professionals. In this way we ensure that we provide you with the up-to-date training we are aiming for. A multidisciplinary team of professors with training and experience in different environments, who will develop the theoretical knowledge in an efficient way, but, above all, will bring their practical knowledge derived from their own experience to the program: one of the differential qualities of this Postgraduate Diploma.

This mastery of the subject is complemented by the effectiveness of the methodological design of this Postgraduate Diploma. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your training.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, telepractice will be used: with the help of an innovative system of interactive videos, and *learning from an expert* you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will make it possible to integrate and fix learning in a more realistic and permanent way.

The development of the most advanced intervention programs in a high-intensity specialization.

Different ways of learning require different ways of teaching. Knowing them is the key to professional success.



02

Objectives

Our objective is to train highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective materializes by helping professionals reach a much higher level of expertise and control. A goal that, in just six months, you will be able to achieve with a highly intensive and precise course.

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: Welcome to TECH"

General Objectives

- Qualify professionals for the practice of neuropsychology in education in the development of children and young people
- Learn how to carry out specific programs to improve school performance
- Increase the capacity for work and autonomous resolution of learning processes
- Study the attention to diversity from the neuropsychological approach
- Learn about the different ways to implement enrichment systems for learning methodologies in the classroom, especially aimed at diverse students
- Analyze and integrate the knowledge necessary to foster student's school and social development

This Postgraduate Diploma is the best way to bring you up to date on the bioethical aspects of providing the palliative care your patients need"

Specific Objectives

Module 1. Emerging Educational Alternatives for the Management of Learning Difficulties

- Gain knowledge of information and communication technologies and their application in educational environments
- Be able to use chess as a means for the management of difficulties
- Gain knowledge of the benefits of meditation in this area

Module 2. Multiple Intelligences, Creativity, Talent and High Abilities

- Learn all aspects related to the theory of multiple intelligences and their assessment
- Learn the neuropsychological basis of creativity and its development in the educational context
- Know the possibilities of working in the area of high abilities

Module 3. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- Learn about the characteristics and development of the organs of sight
- Learn about the risk factors
- Learn ways to detect, assess and intervene in the classroom with students with vision problems
- Acquire the ability to work for the improvement of visual perception
- Become familiar with vision and reading skill training programs
- Study the saccadic models
- Learn about the characteristics and development of the organs of the ear
- Learn about the risk factors
- Learn ways to detect, evaluate and intervene in the classroom with students with hearing problems
- Acquire the ability to work for the improvement of hearing
- Learn the psychobiological aspects of hearing loss
- Develop the necessary skills to make curricular adaptations in this area
- Study all the implications of visual and auditory problems on literacy learning

03

Course Management

For our program to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

Our teachers are professionals with vast experience who bring their expertise and teaching skills to offer you a stimulating and creative program"

Management

Ms. Sánchez Padrón, Nuria Ester

- Degree in Psychology from the University of La Laguna
- Master's Degree in General Health Psychology from the University of La Rioja
- Training in Emergency Psychological Care
- Training in Psychological Care in Penitentiary Institutions
- Teaching and Training Experience
- Experience in educational attention to children at risk

04

Structure and Content

The contents of this specialization have been developed by the different teachers on this program with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

The content of this Postgraduate Diploma will allow you to learn all aspects of the different disciplines involved in this area: a very complete and well-structured program that will lead you to the highest standards of quality and success.

Our program will take you, steadily and smoothly, through a complete and effective development, in which practice will be the engine of all learning"

Module 1. Emerging Educational Alternatives for the Management of Learning Difficulties

1.1. Introduction
1.2. Information and Communication Technologies (ICT)
  1.2.1. Theoretical Fundamentals of ICT
  1.2.2. Historical Development of ICT
  1.2.3. Classification of ICT
    1.2.3.1. Synchronous
    1.2.3.2. Asynchronous
  1.2.4. TIC Features
  1.2.5. Potential of ICT in Different Contexts of Society
1.3. ICT in Educational Environments
  1.3.1. Contribution of ICT to Education in General
    1.3.1.1. Tradition Education and ICT Incorporation
    1.3.1.2. Impact of ICT in 21st Century Education
    1.3.1.3. Learning and Teaching With ICT: Expectations, Realities and Potential
  1.3.2. ICT Approaches in the Care of Learning Difficulties
    1.3.2.1. ICT as an Educational Resource for the Care of Learning Difficulties
      1.3.2.1.1. Teaching Reading
      1.3.2.1.2. Teaching Writing
      1.3.2.1.3. Teaching Mathematics
      1.3.2.1.4. Attention Deficit Hyperactivity Disorder (ADHD)
  1.3.3. Role of the Teacher in the use of ICT
    1.3.3.1. In the Classroom
    1.3.3.2. Out-of-Classroom Spaces
1.4. Chess and its Pedagogical Value
  1.4.1. Brief Historical Review of Chess
  1.4.2. Its Playful Nature
  1.4.3. Pedagogical Fundamentals of Play-Science
  1.4.4. Chess as an Educational Tool: In the School Context and in Socially Vulnerable Environments
  1.4.5. Potentials of Chess in the Teaching- Learning Process of Students with Learning Difficulties
    1.4.5.1. Contributions of Chess in Cognitive Activity
      1.4.5.1.1. Attention
      1.4.5.1.2. Memory
      1.4.5.1.3. Motivation
      1.4.5.1.4. Managing Emotions
      1.4.5.1.5. Strategic Thinking
      1.4.5.1.6. Intelligence
      1.4.5.1.7. Transfer of Learning
    1.4.5.2. Contributions of Chess in the Context of Executive Functions
      1.4.5.2.1. Organization
      1.4.5.2.2. Planning
      1.4.5.2.3. Execution (Planning, Inhibitory Control, Self-Monitoring)
      1.4.5.2.4. Evaluation / Review
1.5. Chess as a Binding Element of the School-Family-Community Triad in the Management of Learning Disabilities
  1.5.1. Strengths in the Use of Chess in School to Promote Family Participation in the Educational Process
  1.5.2. Possibilities That Chess Offers to Promote Participation of the Community in the School
1.6. Meditation: From Spiritual Practice to its Current Expansion
  1.6.1. A Brief Approach to Meditation as an Educational Tool
    1.6.1.1. Concept of Meditation
    1.6.1.2. Origin of Meditation
    1.6.1.3. Its Expansion into Different Fields
1.7. Use of the Educational Potential of Meditation, for the Management of Learning Difficulties and Attention to Diversity
  1.7.1. Scientific Evidence of the Effects of Meditation on the Body, Brain and Interpersonal Relationships
    1.7.1.1. Neurological Effects: Structural, Biochemical and Functional in the Brain
    1.7.1.2. Psychological Effects
    1.7.1.3. Physical Effects
  1.7.2. Impact of Meditation Practice in Schoolchildren
  1.7.3. Impact of Meditation on Teacher's Modes of Action
  1.7.4. Impact of Meditation Practice in School Environment

1.8. Activities for the Integration of Knowledge and its Practical Application
1.9. Recommending Readings
1.10. Bibliography

Module 2. Multiple Intelligences, Creativity, Talent and High Abilities

2.1. Theory of Multiple Intelligences
- 2.1.1. Introduction
- 2.1.2. Medical History
- 2.1.3. Conceptualization
- 2.1.4. Validation
- 2.1.5. Premises and Basic Principles of Theories
- 2.1.6. Neuropsychological and Cognitive Science
- 2.1.7. Classification of the Theories of Multiple Intelligences
- 2.1.8. Summary
- 2.1.9. Bibliographical References

2.2. Types of Multiple Intelligences
- 2.2.1. Introduction
- 2.2.2. Types of Intelligence
- 2.2.3. Summary
- 2.2.4. Bibliographical References

2.3. Assessment of Multiple Intelligences
- 2.3.1. Introduction
- 2.3.2. Medical History
- 2.3.3. Types of Assessments
- 2.3.4. Aspects to Consider in the Assessment
- 2.3.5. Summary
- 2.3.6. Bibliographical References

2.4. Creativity
- 2.4.1. Introduction
- 2.4.2. Concepts and Theories of Creativity
- 2.4.3. Approaches to the Study of Creativity
- 2.4.4. Characteristics of Creative Thinking
- 2.4.5. Types of Creativity
- 2 4.6. Summary
- 2.4.7. Bibliographical References

2.5. Neuropsychological Basis of Creativity
- 2.5.1. Introduction
- 2.5.2. Medical History
- 2.5.3. Characteristics of Creative People
- 2.5.4. Creative Products
- 2.5.5. Neuropsychological Bases of Creativity
- 2.5.6. Influence of the Environment and Context on Creativity
- 2.5.7. Summary
- 2.5.8. Bibliographical References

2.6. Creativity in the Educational Context
- 2.6.1. Introduction
- 2.6.2. Creativity in the Classroom
- 2.6.3. Stages of the Creative Process
- 2.6.4. How to Work on Creativity?
- 2.6.5. Connection Between Creativity and Thinking
- 2.6.6. Modification in the Educational Context
- 2.6.7. Summary
- 2.6.8. Bibliographical References

2.7. Methodologies for Developing Creativity
- 2.7.1. Introduction
- 2.7.2. Programs for Developing Creativity
- 2.7.3. Projects for Developing Creativity
- 2.7.4. Promoting Creativity in the Family Context
- 2.7.5. Summary
- 2.7.6. Bibliographical References

2.8. Creativity Assessment and Guidance
- 2.8.1. Introduction
- 2.8.2. Considerations on Assessment
- 2.8.3. Evaluation Tests
- 2.8.4. Subjective Assessment Tests
- 2.8.5. Guidance on Assessment
- 2.8.6. Summary
- 2.8.7. Bibliographical References

2.9. High Capacities and Talents
- 2.9.1. Introduction
- 2.9.2. Relationship Between Giftedness and High Capacities
- 2.9.3. Connection Between Heredity and Environment
- 2.9.4. Neuropsychological Foundation
- 2.9.5. Models of Giftedness
- 2.9.6. Summary
- 2.9.7. Bibliographical References

2.10. Identification and Diagnosis of High Capacities
- 2.10.1. Introduction
- 2.10.2. Main Characteristics
- 2.10.3. How to Identify Far High-Capacity Individuals
- 2.10.4. Role of the Agents Involved
- 2.10.5. Assessment Tests and Instruments
- 2.10.6. Intervention Programs
- 2.10.7. Summary
- 2.10.8. Bibliographical References

2.11. Problems and Difficulties
- 2.11.1. Introduction
- 2.11.2. Problems and Difficulties in the School Environment
- 2.11.3. Myths and Beliefs
- 2.11.4. Dyssynchronies
- 2.11.5. Differential Diagnosis
- 2.11.6. Differences Between Genders
- 2.11.7. Educational Needs
- 2.11.8. Summary
- 2.11.9. Bibliographical References

2.12. Connection Between Multiple Intelligences, High Capacities, Talent and Creativity
- 2.12.1 Introduction
- 2.12.2. Connection Between Multiple Intelligences and Creativity
- 2.12.3. Connection Between Multiple Intelligences, High Capacities and Talents
- 2.12.4. Differences Between Talent and High Capacities
- 2.12.5. Creativity, High Capacities and Talent
- 2.12.6. Summary
- 2.12.7. Bibliographical References

2.13. Guiding and Developing Multiple Intelligences
- 2.13.1. Introduction
- 2.13.2. Advising Teachers
- 2.13.3. Multidimensional Student Development
- 2.13.4. Curricular Enrichment
- 2.13.5. Strategies at Different Educational Levels
- 2.13.6. Summary
- 2.13.7. Bibliographical References

2.14. Creativity for Problem Solving
- 2.14.1. Introduction
- 2.14.2. Models of the Creative Process for Problem Solving
- 2.14.3. Creative Project Development
- 2.14.4. Summary
- 2.14.5. Bibliographical References

2.15. Educational Process and Family Support
- 2.15.1. Introduction
- 2.15.2. Guidelines for Teachers
- 2.15.3. Educational Response in Children
- 2.15.4. Educational Response in Primary Education
- 2.15.5. Educational Response in Secondary Education
- 2.15.6. Coordination with Families
- 2.15.7. Program Implementation
- 2.15.8. Summary
- 2.15.9. Bibliographical References

Module 3. Visual and Auditory Functionality for Reading, Language, Languages and Learning

3.1. Vision: Functioning and Neuropsychological Bases
- 3.1.1. Introduction
- 3.1.2. Development of the Visual System at Birth
- 3.1.3. Risk Factors
- 3.1.4. Development of Other Sensory Systems During Infancy
- 3.1.5. Influence of Vision on the Visuomotor System and its Development
- 3.1.6. Normal and Binocular Vision
- 3.1.7. Anatomy of Human Eyes
- 3.1.8. Eye Functions
- 3.1.9. Other Functions
- 3.1.10. Visual Pathways to the Cerebral Cortex
- 3.1.11. Elements that Favor Visual Perception
- 3.1.12. Vision Diseases and Alterations
- 3.1.13. Most Common Eye Disorders or Diseases: Classroom Interventions
- 3.1.14. Computer Vision Syndrome (CVS)
- 3.1.15. Attitudinal Observation of the Student
- 3.1.16. Summary
- 3.1.17. Bibliographical References

3.2. Visual Perception, Assessment and Intervention Programs
- 3.2.1. Introduction
- 3.2.2. Human Development: Development of the Sensory Systems
- 3.2.3. Sensory Perception
- 3.2.4. Neurodevelopment
- 3.2.5. Description of the Perceptual Process
- 3.2.6. Color Perception
- 3.2.7. Perception and Visual Skills
- 3.2.8. Evaluation of Visual Perception
- 3.2.9. Intervention for the Improvement of Visual Perception
- 3.2.10. Summary
- 3.2.11. Bibliographical References

3.3. Tracking Eye Movements
- 3.3.1. Introduction
- 3.3.2. Eye Movements
- 3.3.3. Tracking Eye Movements
- 3.3.4. Ocular Motility Recording and Assessment
- 3.3.5. Ocular Motility-Related Disorders
- 3.3.6. The Visual System and Reading
- 3.3.7. Development of Skills in Learning to Read
- 3.3.8. Improvement and Training Programs and Activities
- 3.3.9. Summary
- 3.3.10. Bibliographical References

3.4. Saccadic Movements and Their Implication in Reading
- 3.4.1. Introduction
- 3.4.2. Models of the Reading Process
- 3.4.3. Saccadic Movements and Their Relation to Reading
- 3.4.4. How are Saccadic Movements Evaluated?
- 3.4.5. The Reading Process at the Visual Level
- 3.4.6. Visual Memory in the Reading Process
- 3.4.7. Investigations to Study the Relationship Between Visual Memory and Reading
- 3.4.8. Reading Difficulties
- 3.4.9. Specialized Teachers
- 3.4.10. Social Educators
- 3.4.11. Summary
- 3.4.12. Bibliographical References

3.5. Visual Accommodation and its Relation to Posture in the Classroom
- 3.5.1. Introduction
- 3.5.2. Mechanisms that Allow for Accommodation or Focus
- 3.5.3. How is Visual Accommodation Assessed?
- 3.5.4. Body Posture in the Classroom
- 3.5.5. Visual Accommodation Training Programs
- 3.5.6. Aids for Visually Impaired Students
- 3.5.7. Summary
- 3.5.8. Bibliographical References

3.6. Structure and Function of the Ear
- 3.6.1. Introduction
- 3.6.2. The World of Sound
- 3.6.3. Sound and its Propagation
- 3.6.4. The Auditory Receptors
- 3.6.5. Ear Structure
- 3.6.6. Development of the Hearing System at Birth
- 3.6.7. Development of Sensory Systems During Infancy
- 3.6.8. Influence of the Ear on Balance Development
- 3.6.9. Ear Diseases
- 3.6.10. Summary
- 3.6.11. Bibliographical References

3.7. Auditory Perception
- 3.7.1. Introduction
- 3.7.2. Guidelines for Detecting Auditory Perception Problems
- 3.7.3. The Perceptive Process
- 3.7.4. Role of the Auditory Pathways in Perceptual Processes
- 3.7.5. Children with Impaired Auditory Perception
- 3.7.6. Evaluation Tests
- 3.7.7. Summary
- 3.7.8. Bibliographical References

3.8. Evaluation of Hearing and its Alterations
- 3.8.1. Introduction
- 3.8.2. Evaluation of the External Auditory Canal
- 3.8.3. Otoscopy
- 3.8.4. Air Audiometry
- 3.8.5. Bone Conduction Hearing
- 3.8.6. Curve of the Pain Threshold
- 3.8.7. Tone Audiometry, Vocal Audiometry and Acoustic Audiometry
- 3.8.8. Hearing Impairment: Degrees and Types of Hearing Loss
- 3.8.9. Causes of Hearing Loss
- 3.8.10. Psychobiological Aspects of Hearing Impairment
- 3.8.11. Summary
- 3.8.12. Bibliographical References

3.9. Hearing and Learning Development
- 3.9.1. Introduction
- 3.9.2. Development of the Human Ear
- 3.9.3. Programs, Activities and Games for Auditory Development in Children
- 3.9.4. Berard Method
- 3.9.5. Tomatis Method
- 3.9.6. Visual and Hearing Health
- 3.9.7. Adaptations of Curricular Elements
- 3.9.8. Summary
- 3.9.10. Bibliographical References

3.10. Vision and Hearing Processes Involved in Reading
- 3.10.1. Introduction
- 3.10.2. Tracking Eye Movements
- 3.10.3. The Visual System and Reading
- 3.10.4. Dyslexia
- 3.10.5. Color-Based Therapies for Dyslexia
- 3.10.6. Visual Impairment Aids
- 3.10.7. Summary
- 3.10.8. Bibliographical References

3.11. Relationship Between Vision and Hearing in Language
- 3.11.1. Introduction
- 3.11.2. Relationship Between Vision and Hearing
- 3.11.3. Verbal-Auditory and Visual Information Processing
- 3.11.4. Intervention Programs for Hearing Disorders
- 3.11.5. Guidelines for Teachers
- 3.11.6. Summary
- 3.11.7. Bibliographical References

A comprehensive specialized program that will take you through the necessary training to compete with the best in your profession"

0?

Methodology

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

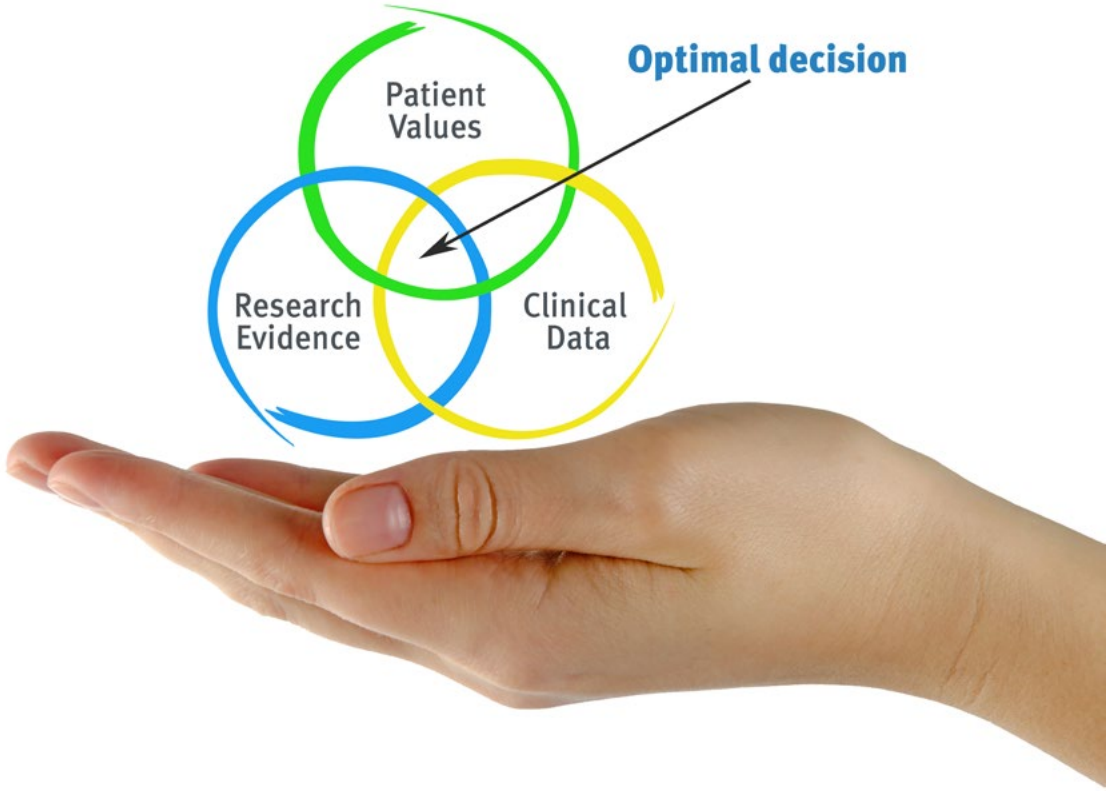
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH we use the Case Method

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

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



According to Dr. 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.

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:

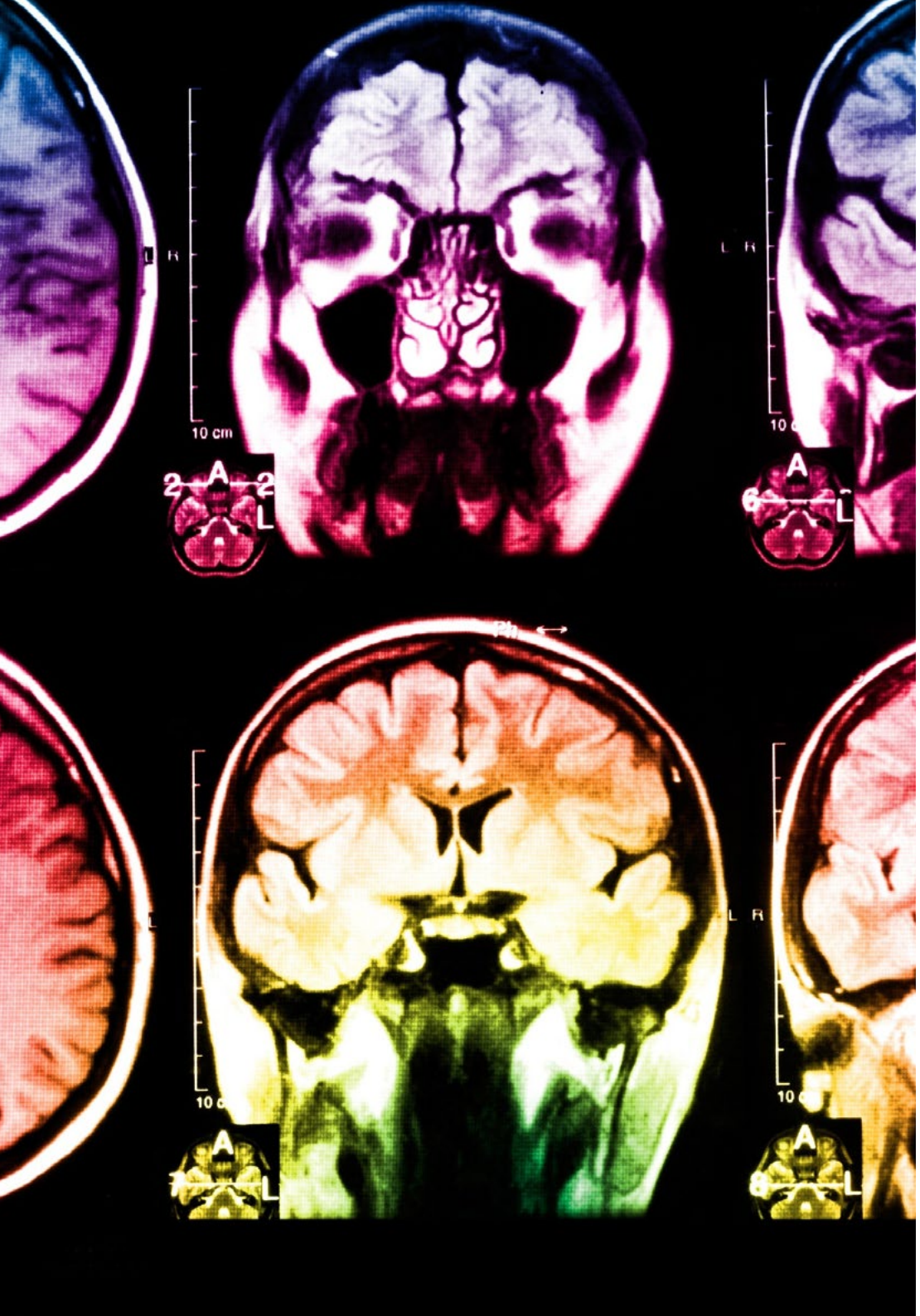
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

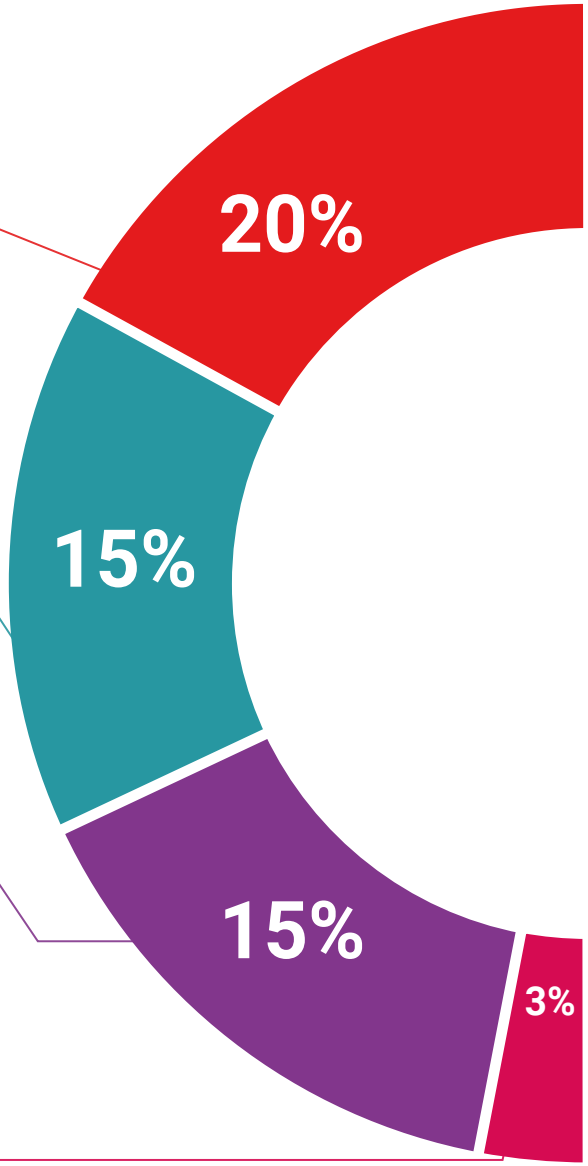
Interactive Summaries

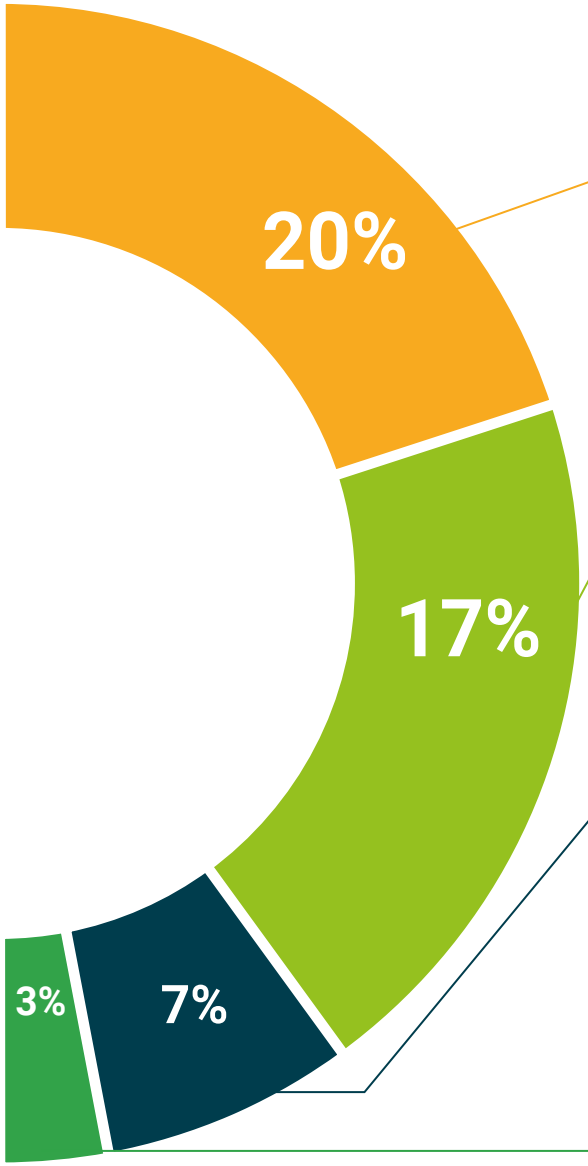
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Educational Alternatives and Learning Development guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

This **Postgraduate Diploma in Educational Alternatives and Learning Development** 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 Diploma**issued by **TECH Technological University** via tracked delivery***.**

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

Title: **Postgraduate Diploma in Educational Alternatives and Learning Development**

Official Nº of Hours: **450 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Educational Alternatives and Learning Development

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

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Postgraduate Diploma
Educational Alternatives and Learning Development

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma
Educational Alternatives and Learning Development

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