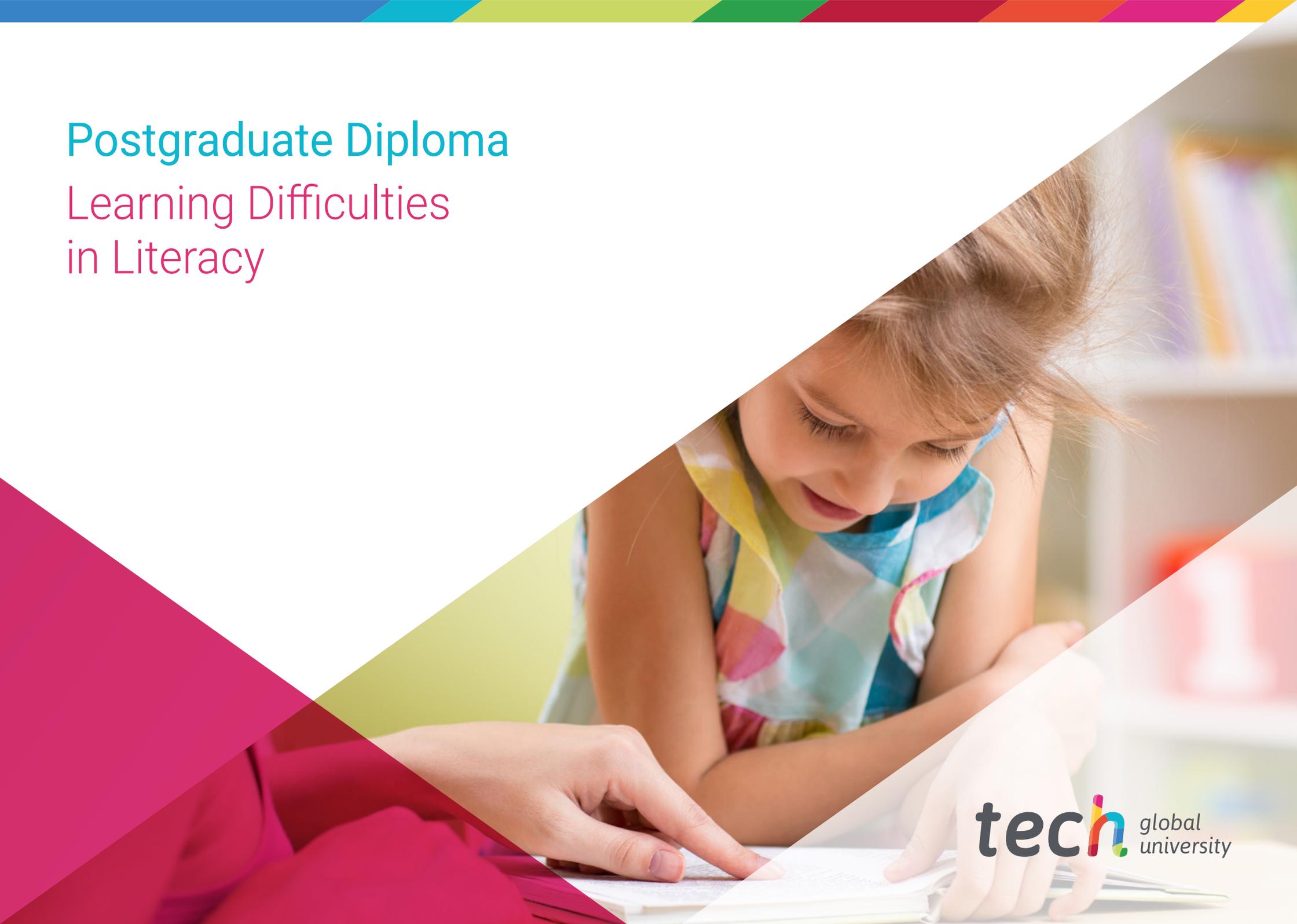


Postgraduate Diploma Learning Difficulties in Literacy





Postgraduate Diploma Learning Difficulties in Literacy

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-learning-difficulties-literacy

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01

Introduction to the Program

Initial literacy is the foundation upon which all academic and personal development is built. However, a large proportion of students worldwide face persistent obstacles in acquiring reading and writing skills. In fact, UNESCO estimates that 773 million people around the world still lack basic literacy competencies, highlighting the urgency of intervention from the earliest stages of education. Aware of this challenge, TECH presents a high-value online academic program designed to respond with innovative tools, grounded in neuroeducation and scientific evidence. In this way, professionals will be prepared to address specific learning difficulties in the field of literacy.





“

Through this 100% online Postgraduate Diploma, you will deepen your knowledge of effective strategies to intervene in dyslexia, dysgraphia, and other literacy-related disorders, thereby fostering a more equitable education”

The development of reading and writing skills is a complex process in which neurological, emotional, social, and pedagogical factors all play a role. When any of these components are affected, difficulties arise that directly impact children's school performance and self-esteem. In this context, professionals in the fields of psychology and education face common challenges: detecting these barriers early and responding with effective strategies tailored to each individual's needs.

Given this scenario, the urgency becomes clear: there is a need for specialists capable of intervening with sound judgment, using evidence-based approaches and resources adapted to classroom diversity. For this reason, TECH has designed the Postgraduate Diploma in Learning Difficulties in Literacy, which provides access to updated content supported by neuroeducation, psychopedagogy, and the latest advances in diagnosis and intervention.

Throughout the curriculum, designed by sector experts, participants will address key topics such as dyslexia, dysgraphia, and language disorders, while also considering the emotional and motivational components of learning. This academic program is delivered entirely online, offering greater flexibility to progress without abandoning professional or personal responsibilities.

Furthermore, thanks to the Relearning methodology, participants will benefit from a pedagogical model that prioritizes real understanding of concepts through intelligent reinforcement and practical contextualization. In this way, those who enroll in this academic experience will not only enhance their professional profile but also acquire tools that will have a direct impact on educational quality and the lives of their patients.

This **Postgraduate Diploma in Learning Difficulties in Literacy** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Education and Psychology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out 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



You will explore from early identification to pedagogical decision-making, acting with rigor in the face of the reading and writing barriers your students encounter every day”

“

You will access an academic pathway that includes the analysis of emotional, social, and cognitive factors, promoting an educational intervention that is ethical, contextualized, and responsible”

The faculty includes professionals from the fields of Education and Psychology, who contribute their practical expertise to this program, along with renowned specialists from leading associations 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 learning experience designed to prepare for real-life situations.

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

Thanks to TECH's distinctive Relearning system, you will acquire key competencies in addressing literacy-related diversity, with complete flexibility and autonomy.

You will develop a clinical understanding of the processes involved in literacy, enabling you to intervene effectively when faced with learning barriers.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



“

Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

Forbes

The best online university in the world

The most complete
syllabus

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

TOP
international faculty



The most effective methodology

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

World's No.1
The World's largest online university

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



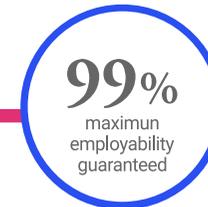
The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



Leaders in employability

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03

Syllabus

The academic structure of this university program has been designed to strengthen specialized intervention in response to the challenges posed by literacy in the classroom. From the foundations of managing learning difficulties to an in-depth analysis of language as a key factor, each module provides highly applicable theoretical and practical tools. In this way, psychologists will acquire the competencies to accurately detect and address reading and writing disorders, while understanding their impact on knowledge construction and citizenship. They will also enhance their ability to design inclusive, sustainable strategies tailored to the specific characteristics of each student in real contexts.



“

This syllabus has been designed to equip you with critical thinking, diagnostic precision, and sustainable clinical intervention skills in addressing Learning Difficulties”

Module 1. Foundations of the Management of Learning Difficulties

- 1.1. Introduction
- 1.2. Prevention of Learning Difficulties
 - 1.2.1. Levels of Prevention
 - 1.2.2. Risk Factors
 - 1.2.3. Protective Factors
- 1.3. Psychopedagogical Intervention for Learning Difficulties
 - 1.3.1. Definition
 - 1.3.2. Principles
 - 1.3.3. Models of Psychopedagogical Intervention
- 1.4. Comprehensive Educational Care and Its Implications
 - 1.4.1. Conceptualization
 - 1.4.2. Strategic Planning
 - 1.4.3. Individualized Planning
 - 1.4.4. Comprehensive Educational Planning
- 1.5. Psychopedagogical Intervention vs. Comprehensive Educational Attention
 - 1.5.1. Theoretical Positions that Support Them
 - 1.5.2. Comparative Analysis: Points of Convergence and Divergence
 - 1.5.3. Relevance of Use in the Context of Diversity
- 1.6. Theoretical Considerations on School Management
 - 1.6.1. Definitions and Principles of School Management
 - 1.6.2. Management of Educational Institutions or Care Centers
 - 1.6.2.1. Definition and Characteristics of the Management Process
 - 1.6.2.2. Implications of Interdisciplinary Work in School Management
 - 1.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
 - 1.6.2.4. Networking
 - 1.6.2.4.1. Intrasectorial Articulation
 - 1.6.2.4.2. Intersectorial Articulation



- 
- 1.6.3. The School Organization and its Impact on the Educational Process
 - 1.6.3.1. Definition
 - 1.6.3.2. Living Arrangements for Students with LD
 - 1.6.3.3. The Teaching Timetable
 - 1.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: Classroom, Learning Projects and Other Forms of Organization
 - 1.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
 - 1.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
 - 1.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
 - 1.6.4.3. Conditions of the Physical Environment
 - 1.6.4.4. Conditions of the Psychological Environment
 - 1.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
 - 1.7. Attention to Diversity in the Inclusive Education Framework
 - 1.7.1. Conceptualization
 - 1.7.2. Theoretical-Methodological Fundamentals
 - 1.7.2.1. Recognition and Respect of Individual Differences
 - 1.7.2.2. Attention to Diversity as a Principle of Inclusive Education
 - 1.7.3. Curricular Adaptations as a Path for the Attention to Diversity
 - 1.7.3.1. Definition
 - 1.7.3.2. Types of Curricular Adaptations
 - 1.7.3.2.1. Adaptations in the Methodology
 - 1.7.3.2.2. Adaptations in the Activities
 - 1.7.3.2.3. Adaptations in the Materials and the Time
 - 1.7.3.2.4. In the Functional Elements
 - 1.8. Activities for the Integration of Knowledge and Its Practical Application
 - 1.9. Recommending Readings
 - 1.10. Bibliography

Module 2. Language as a Determining Factor in the Attention to Learning Difficulties

- 2.1. Introduction
- 2.2. Thought and Language: Their Relationships
 - 2.2.1. Theories Explaining Its Development
 - 2.2.2. Interdependence Between Thought and Language
 - 2.2.3. The Place of Language in Learning
- 2.3. Relationship of Language With Learning Difficulties
 - 2.3.1. Communication, Language, Speech and Language
 - 2.3.2. General Aspects of Language Development
 - 2.3.3. Language Impairment Prevention
- 2.4. Language Development Delay and Its Implications for Learning Difficulties
 - 2.4.1. Conceptualization of Language Development Delay and Its Characterization
 - 2.4.2. Causes of Delayed Language Development
 - 2.4.3. Importance of Early Identification and Care at School
 - 2.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 2.5. Most Common Language Disorders in Students
 - 2.5.1. Concepts and Delimitations
 - 2.5.2. Speech Disorders. Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
 - 2.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia and Stuttering
- 2.6. Language Assessment
 - 2.6.1. Assessment Tools
 - 2.6.2. Components to Be Assessed
 - 2.6.3. Evaluation Report
- 2.7. Attention to Language Disorders in Educational Institutions
 - 2.7.1. Language Disorders
 - 2.7.2. Speech Disorders
- 2.8. Activities for the Integration of Knowledge and Its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography

Module 3. Reading Difficulties and Their Impact on Citizen Formation in the Knowledge Society

- 3.1. Introduction
- 3.2. Reading and Its Processes
 - 3.2.1. Definition
 - 3.2.2. Lexical Process: The Lexical Route and Phonological Route
 - 3.2.3. Syntax Route
 - 3.2.4. Semantic Route
- 3.3. The Teaching/Learning Process of Reading for Life
 - 3.3.1. Conditions or Requirements for Learning to Read
 - 3.3.2. Methods for Teaching Reading
 - 3.3.3. Strategies that Favor the Process of Learning to Read
- 3.4. Prevention of Reading Learning Difficulties
 - 3.4.1. Protective Factors
 - 3.4.2. Risk Factors
 - 3.4.3. Strategies for Promoting Reading
 - 3.4.4. Importance of the Main Educational Agencies in the Promotion of Reading
- 3.5. Reading and its Learning Difficulties
 - 3.5.1. Characterization of Reading Learning Difficulties
 - 3.5.2. Dyslexia as a Specific Learning Difficulty
 - 3.5.3. Main Difficulties in Reading Comprehension
- 3.6. Diagnosis and Evaluation of Reading Learning Difficulties
 - 3.6.1. Diagnostic Characterization
 - 3.6.2. Standardized Tests
 - 3.6.3. Non-Standardized Tests
 - 3.6.4. Other Evaluation Instruments
- 3.7. Attention of Reading Learning Difficulties
 - 3.7.1. Lexical Awareness
 - 3.7.2. Phonological Conscience
 - 3.7.3. Cognitive and Metacognitive Strategies to Enhance Reading Comprehension
- 3.8. Activities for the Integration of Knowledge and Its Practical Application
- 3.9. Recommending Readings
- 3.10. Bibliography

Module 4. Learning Difficulties in Writing as a Possibility for Lasting Communication

- 4.1. Introduction
- 4.2. Construction and Written Language Process
 - 4.2.1. Stages in Development of Writing
 - 4.2.2. Written Language Construction Levels
 - 4.2.3. Strategies to Favor the Transition Between Construction Levels
 - 4.2.4. Methods for Teaching Written Language
 - 4.2.5. Written Language Production Models
 - 4.2.5.1. Text Types
- 4.3. Cognitive Processes Involved in Writing
 - 4.3.1. Planning
 - 4.3.2. Production
 - 4.3.3. Review
- 4.4. Prevention of Learning Difficulties in Writing
 - 4.4.1. Protective Factors
 - 4.4.2. Risk Factors
 - 4.4.3. Strategies for the Promotion of Written Language Production
 - 4.4.4. The Importance of Key Educational Agencies in Promoting Writing
- 4.5. Writing and its Learning Difficulties
 - 4.5.1. Errors in the Construction of the Written Language
 - 4.5.2. Specific Errors in the Construction of Written Language
 - 4.5.3. Characterization of the Difficulties of Written Language Production
 - 4.5.4. Dysgraphia as a Specific Learning Difficulty in Writing
- 4.6. Diagnosis and Evaluation of Learning Difficulties in Writing
 - 4.6.1. State of the Cognitive Processes Involved
 - 4.6.2. Prediction Indicators of Learning Difficulties in Writing
 - 4.6.3. What to Assess From the Second Grade Onwards in Texts Written by Children?

- 4.7. Care for Learning Difficulties in Writing
 - 4.7.1. Strategies to Promote the Automation of Writing Movements
 - 4.7.2. Strategies to Favor the Planning of a Text
 - 4.7.3. Strategies to Favor the Production of a Written Text
 - 4.7.4. Strategies to Favor the Review of a Written Text
- 4.8. Activities for the Integration of Knowledge and Its Practical Application
- 4.9. Recommending Readings
- 4.10. Bibliography



You will gain access to practical knowledge and proven strategies, delving into the social, cognitive, and communicative impact of literacy from both an empathetic and scientific perspective”

04

Teaching Objectives

This Postgraduate Diploma is designed to strengthen psychologists' ability to respond to the challenges posed by literacy difficulties. Accordingly, the program focuses on developing skills to identify early signs, apply personalized strategies, and design interventions adapted to different levels of complexity. It also fosters critical thinking, evidence-based pedagogical decision-making, and the implementation of inclusive practices. All of this is aimed at improving academic performance and promoting educational experiences that are more equitable, respectful of diversity, and aligned with the current demands of the school environment.



“

You will master tools to transform teaching processes from a psychoeducational perspective, scientifically grounded and centered on the potential of each student”

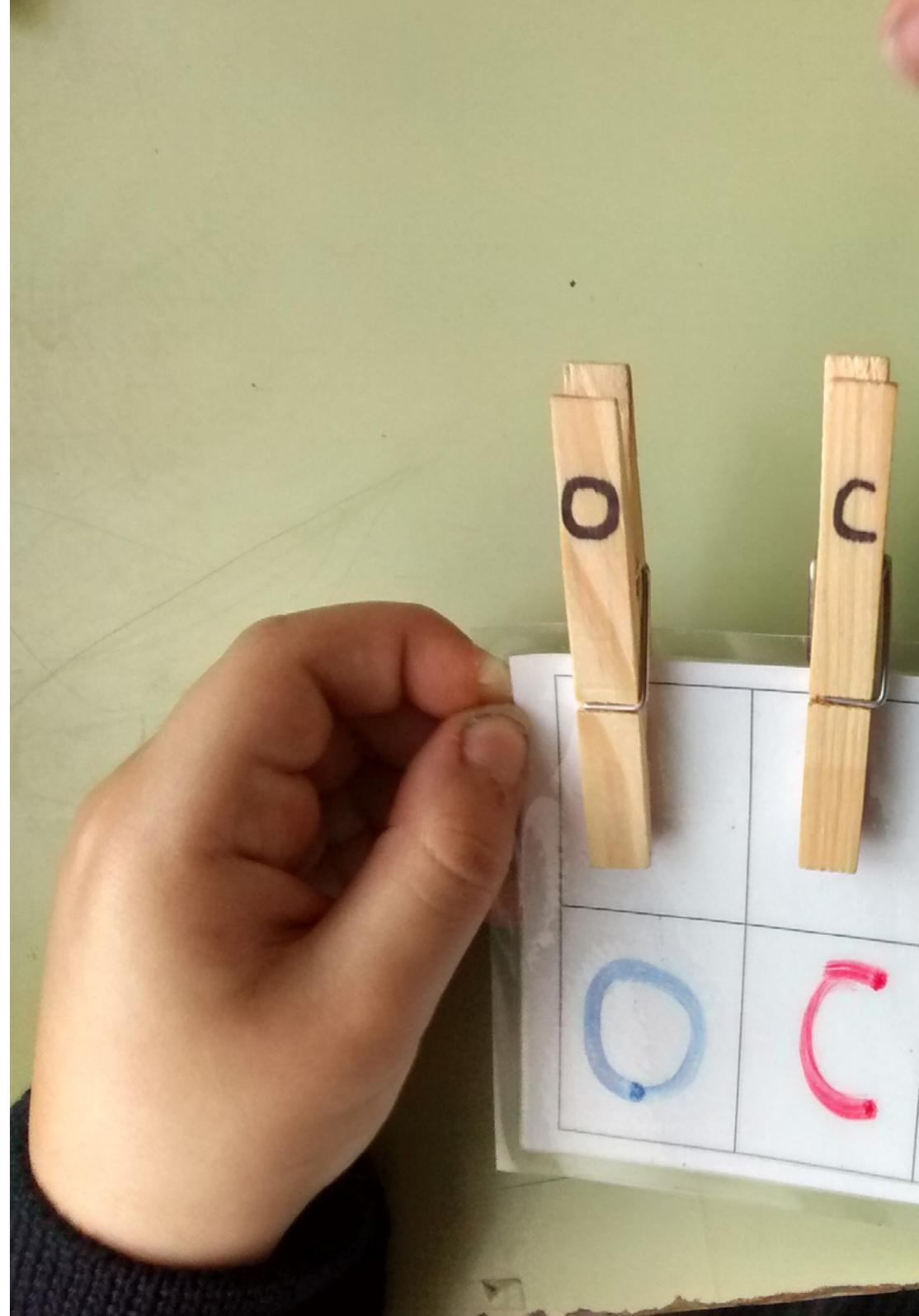


General Objectives

- ♦ Understand the theoretical, methodological, and contextual foundations that support Attention to Diversity and intervention in Learning Difficulties
- ♦ Analyze the different types of Learning Difficulties from a critical, integrative, and multidisciplinary perspective
- ♦ Develop skills in diagnosis, assessment, and educational intervention tailored to the specific needs of students
- ♦ Apply innovative pedagogical strategies that promote inclusion and equity in the school environment
- ♦ Integrate knowledge of language development, reading, writing, and mathematical thinking as key components of learning
- ♦ Design inclusive and sustainable educational proposals, grounded in evidence and adapted to contemporary challenges



You will apply evidence-based pedagogical strategies with precision, enabling you to anticipate and address reading and writing difficulties in a timely manner”





Specific Objectives

Module 1. Foundations of the Management of Learning Difficulties

- ♦ Develop organizational and pedagogical strategies for the effective management of Diversity in the classroom
- ♦ Promote an institutional culture oriented toward educational inclusion

Module 2. Language as a Determining Factor in the Attention to Learning Difficulties

- ♦ Analyze the role of language in cognitive development and learning processes
- ♦ Identify early signs of language disorders that interfere with academic performance

Module 3. Reading Difficulties and Their Impact on Citizen Formation in the Knowledge Society

- ♦ Recognize the characteristics and manifestations of reading difficulties in the school setting
- ♦ Design specific interventions that promote reading comprehension and access to knowledge

Module 4. Learning Difficulties in Writing as a Possibility for Lasting Communication

- ♦ Study the cognitive and linguistic implications of writing disorders
- ♦ Propose strategies to improve written competence from a functional and communicative perspective



05

Career Opportunities

The knowledge acquired through this university program will open new opportunities both within and beyond the school environment. Psychologists will be able to strengthen their practice in regular or specialized educational contexts, lead intervention projects on literacy difficulties, and provide guidance to teaching teams, institutions, and families. They will also be equipped to collaborate in the design of accessible pedagogical materials, coordinate educational support programs, or participate in research in the fields of neuroeducation and inclusion. Ultimately, this preparation will enable them to access strategic roles requiring technical expertise and sensitivity to the diversity of learning in the classroom.



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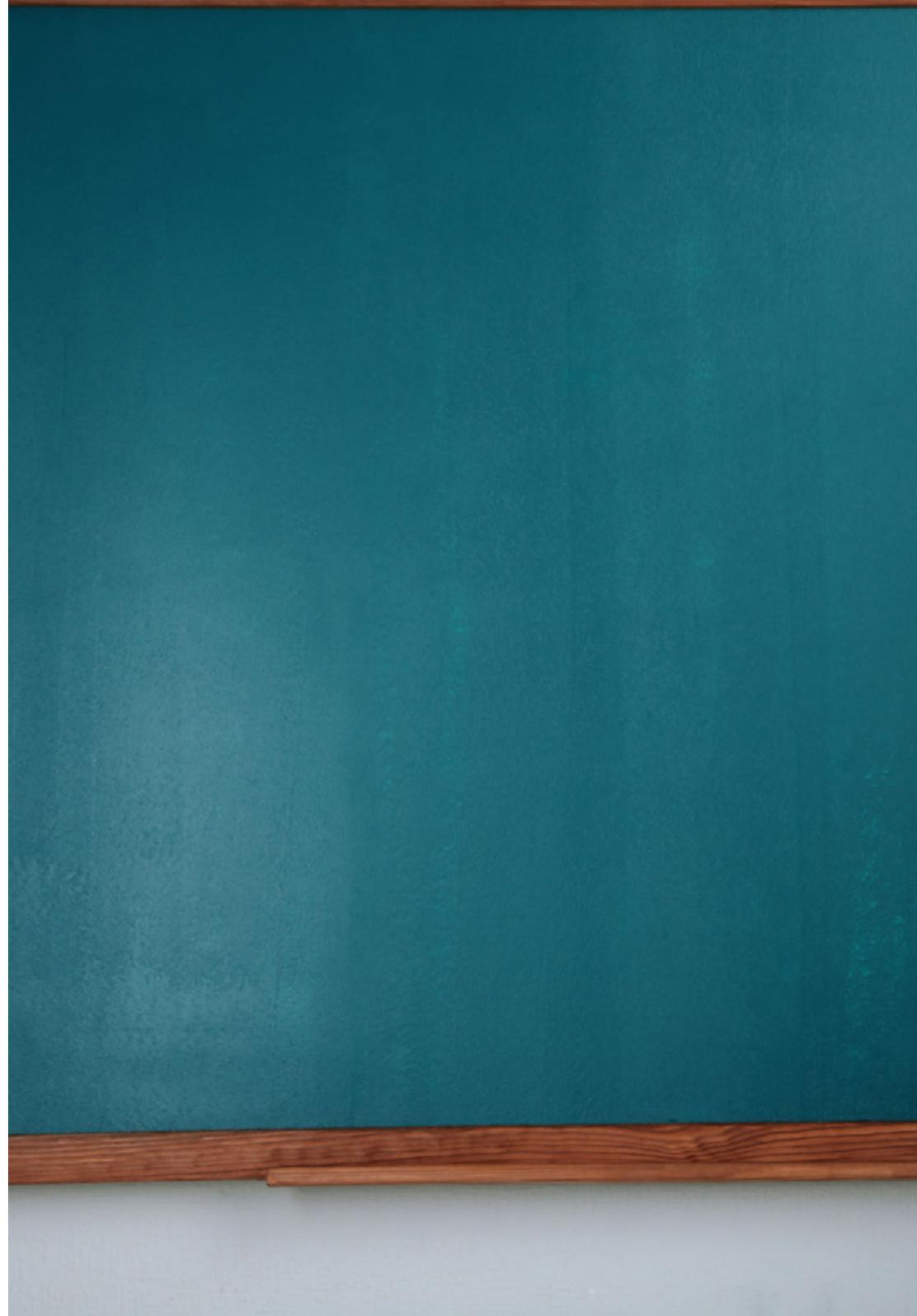
You will become part of high-level educational institutions that demand expert knowledge in psychoeducational intervention and the design of specific literacy strategies”

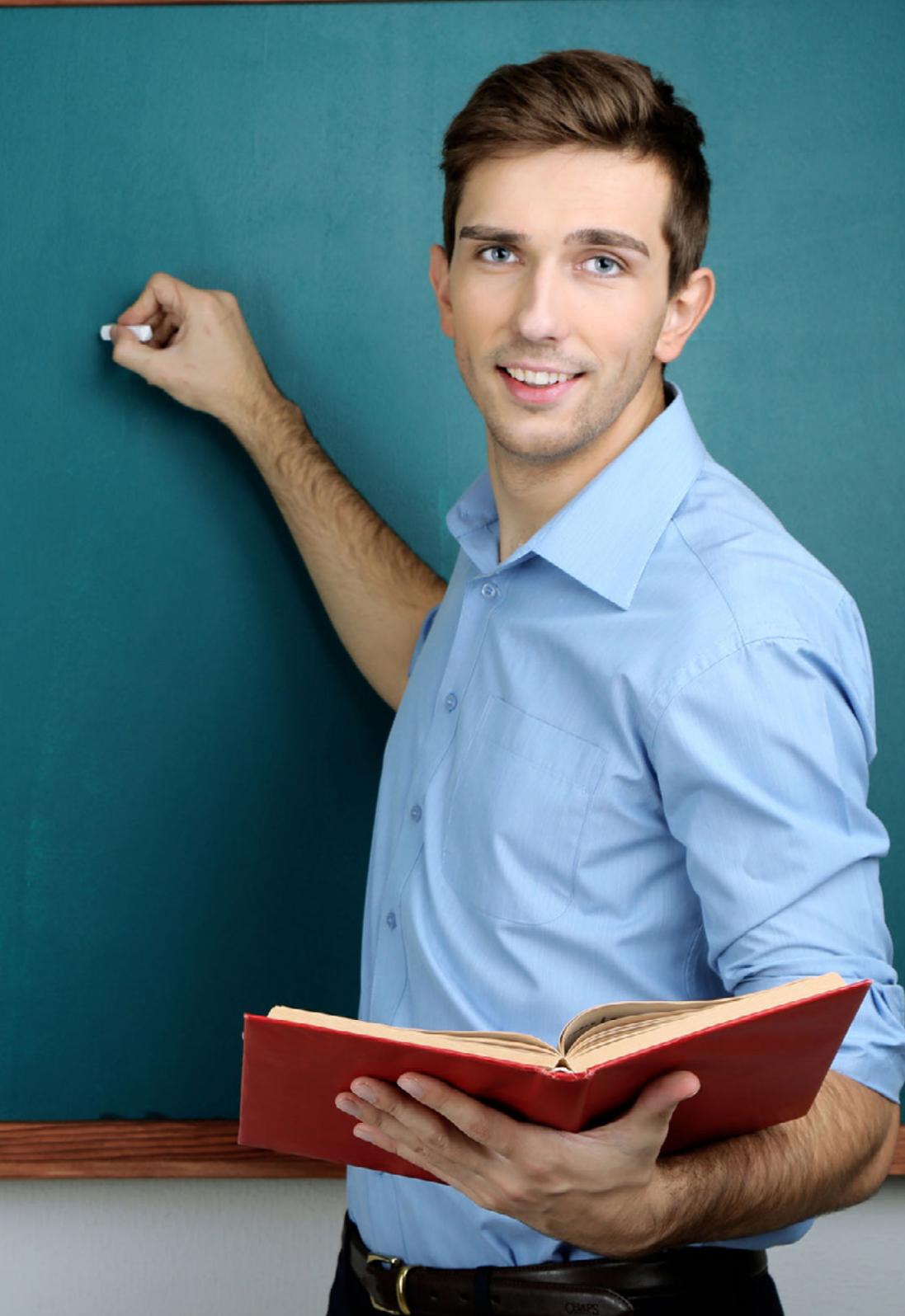
Graduate Profile

Upon completion of this Postgraduate Diploma, graduates will have consolidated a critical and specialized understanding of the processes involved in literacy acquisition. They will be prepared to respond effectively to the challenges that arise in the classroom, using pedagogical approaches adapted to students' needs. In addition, they will be capable of implementing evidence-based practices, collaborating in multidisciplinary teams, and generating more equitable and accessible learning environments. In this way, psychologists will acquire concrete capacities for action, positioning themselves as leaders in this field.

You will strengthen your professional profile with neuroeducational tools, strategic thinking, and competencies that will enable you to generate more inclusive and effective environments.

- ♦ **Personalized Pedagogical Intervention:** design and apply strategies adapted to different literacy difficulties
- ♦ **Early Detection of Barriers:** identify warning signs in reading and writing development during school age
- ♦ **Application of Neuroeducation:** master neuroscientific approaches to enrich teaching practice
- ♦ **Design of Inclusive Materials:** create accessible resources adapted to diverse learning styles





After completing the university program, you will be able to apply your knowledge and skills in the following positions:

- 1. Specialist in Literacy Difficulties Intervention:** responsible for designing and implementing personalized action plans for students facing reading and writing barriers.
- 2. Coordinator of Educational Support Programs:** manages and supervises institutional initiatives aimed at strengthening reading and writing skills.
- 3. Pedagogical Advisor in Educational Inclusion:** collaborates with schools and public entities to ensure equitable access to literacy learning.
- 4. Designer of Accessible Didactic Resources:** develops materials and content tailored to the specific needs of students with written language difficulties.
- 5. Consultant in Early Literacy Processes:** provides technical support to institutions seeking to improve their reading and writing instruction strategies.
- 6. Researcher in Neuroeducation and Language:** participates in projects focused on the analysis and innovation of the relationship between cognitive functions and literacy skills.
- 7. Manager of Early Intervention Programs:** coordinates institutional plans aimed at the timely identification and support of learning difficulties.
- 8. Planner of Diversity Attention Strategies:** trains teaching and technical teams in inclusive methodologies applied to literacy.
- 9. School Diagnostic Assessment Specialist:** designs, administers, and interprets assessments to detect barriers in reading and writing development.
- 10. Consultant in Inclusive Educational Policies:** advises organizations and institutions on the design of policies that integrate effective approaches for addressing diversity in literacy.

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

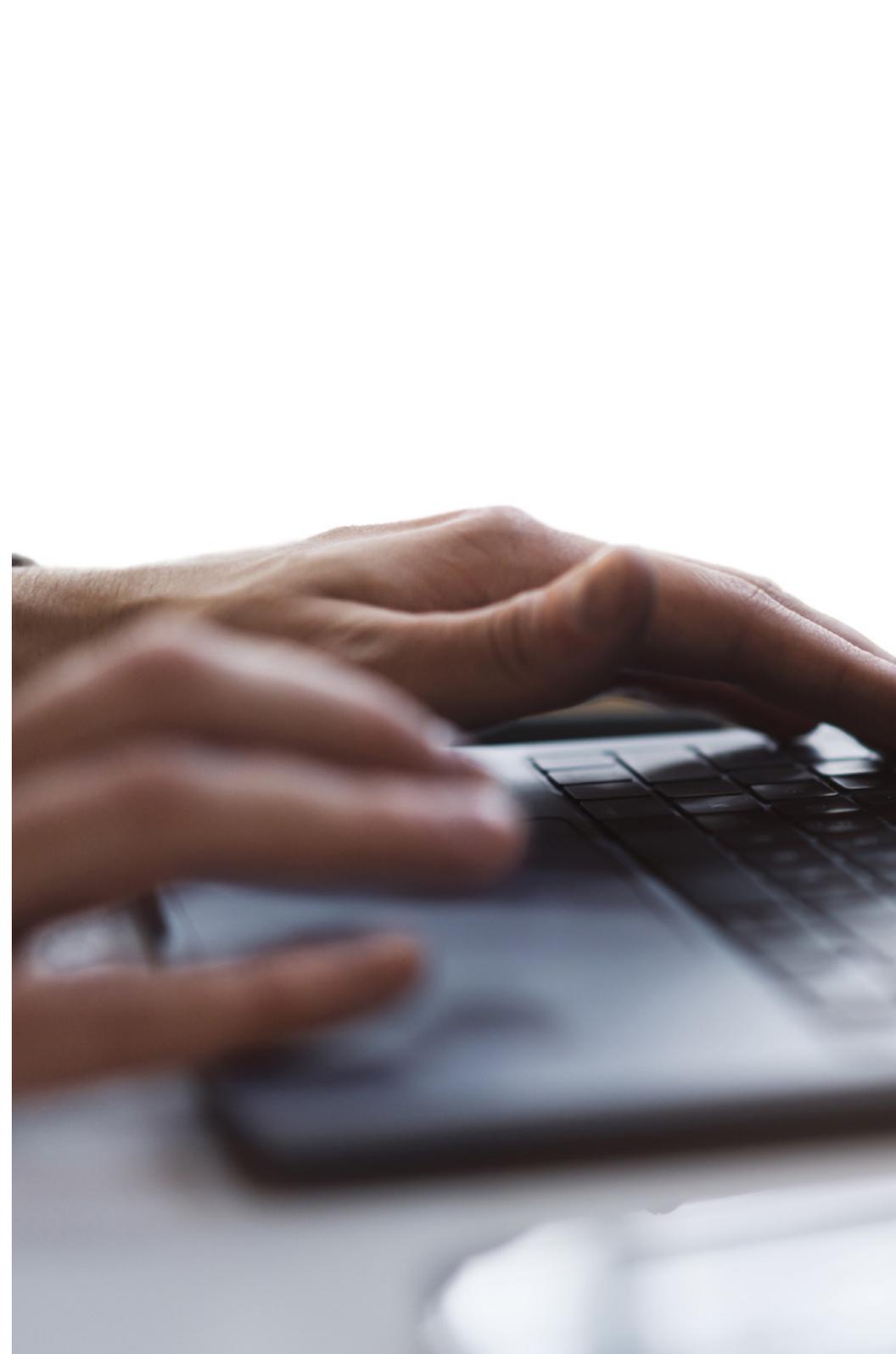
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

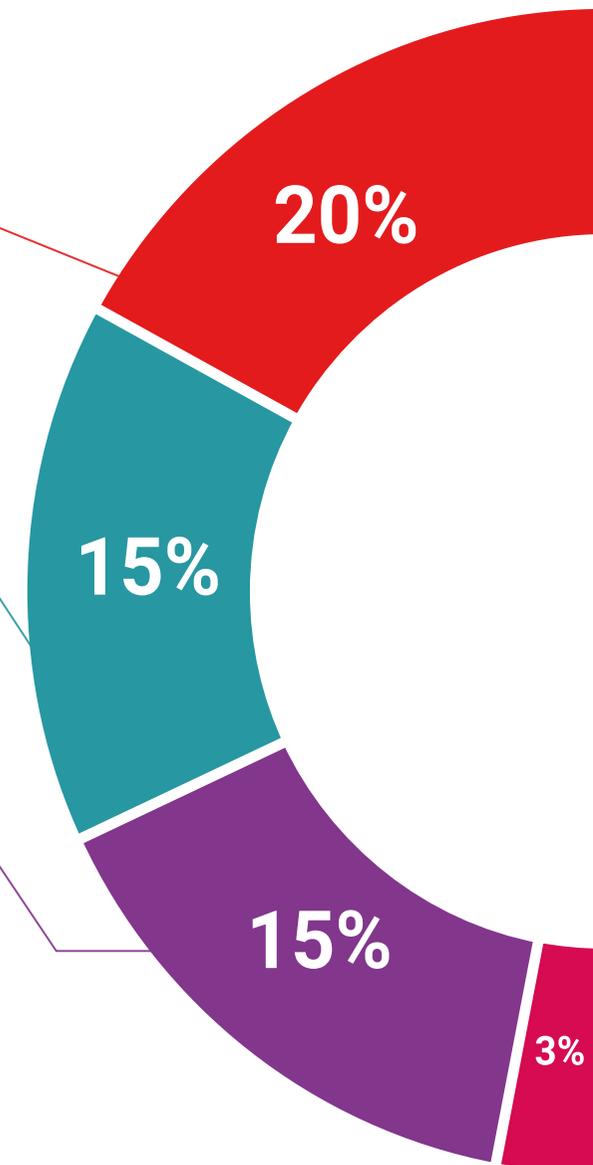
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

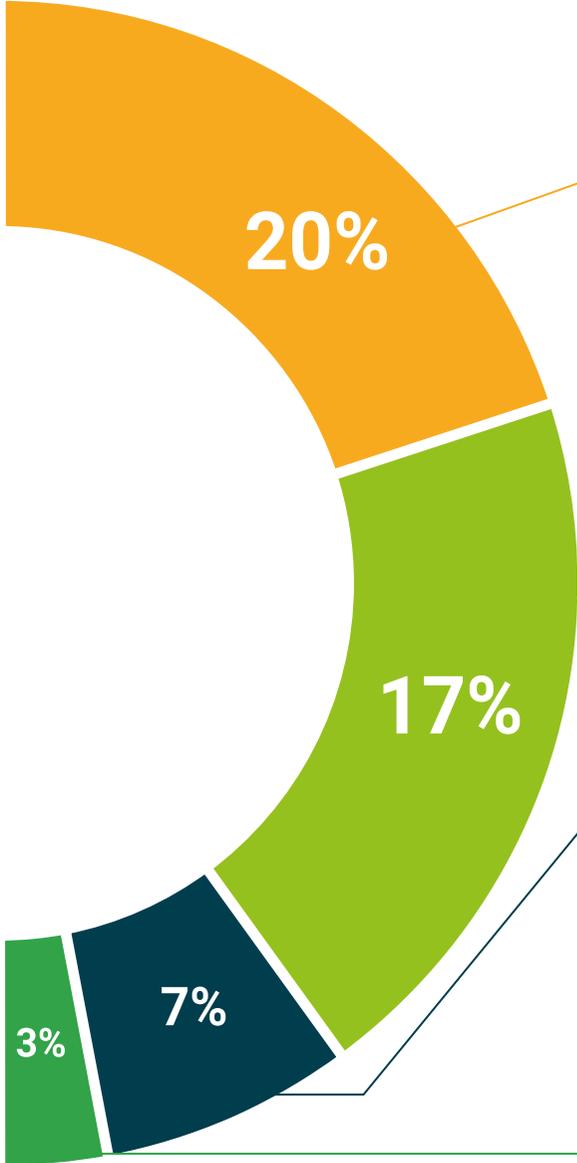
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for future difficult decisions.



Quick Action Guides

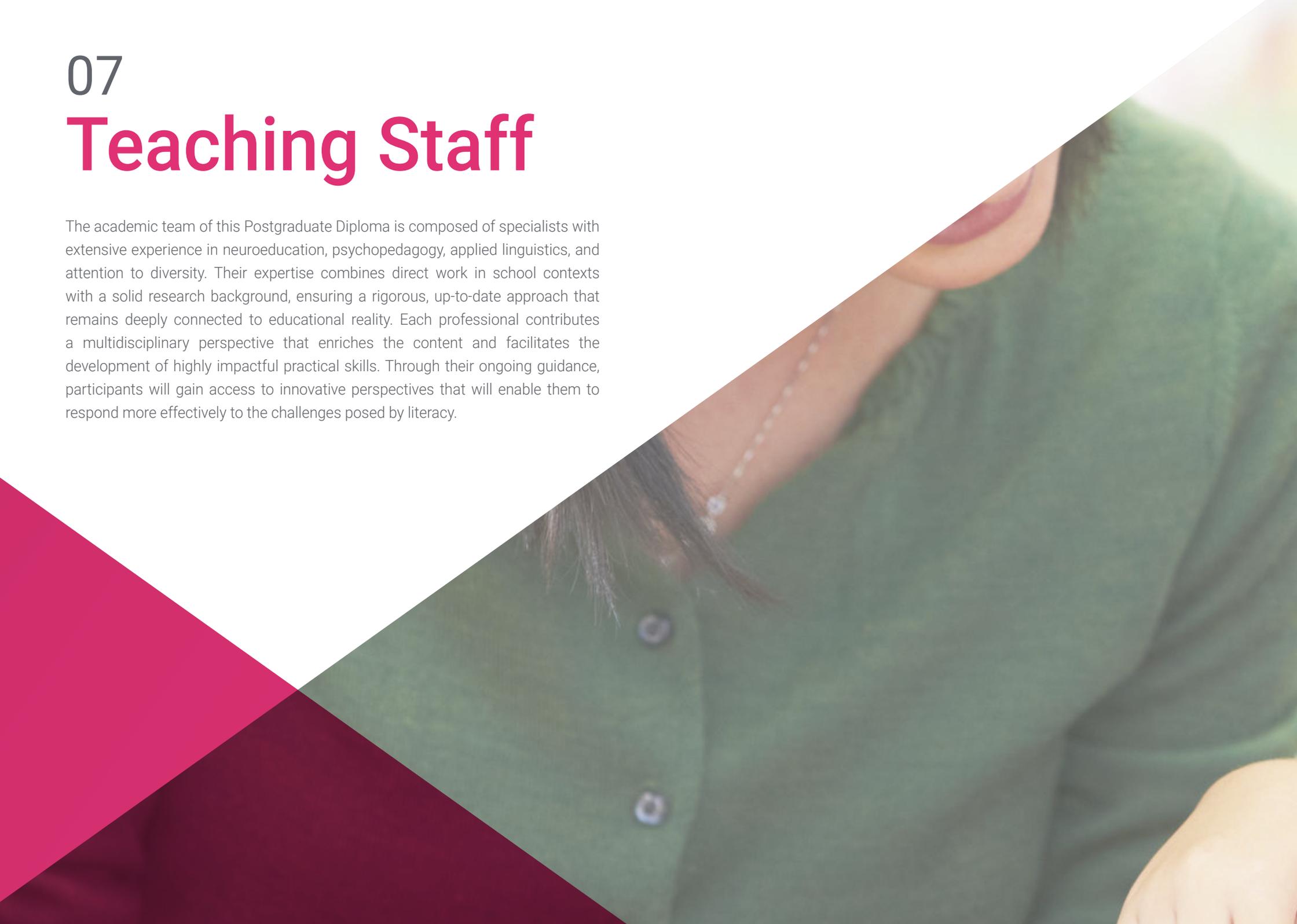
TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



07

Teaching Staff

The academic team of this Postgraduate Diploma is composed of specialists with extensive experience in neuroeducation, psychopedagogy, applied linguistics, and attention to diversity. Their expertise combines direct work in school contexts with a solid research background, ensuring a rigorous, up-to-date approach that remains deeply connected to educational reality. Each professional contributes a multidisciplinary perspective that enriches the content and facilitates the development of highly impactful practical skills. Through their ongoing guidance, participants will gain access to innovative perspectives that will enable them to respond more effectively to the challenges posed by literacy.



“

You will be trained by professionals with extensive experience in neuroeducation and psychopedagogy, who will guide you in the analysis, diagnosis, and intervention of literacy difficulties from a practical and updated perspective”

Management



Dr. Moreno Abreu, Milagros Josefina

- ♦ Pedagogue specializing in Learning Difficulties
- ♦ Organizational Consultant, Los Sauces Medical and Surgical Unit
- ♦ Speech therapist. Private Practice
- ♦ Master's Degree in Health Education
- ♦ Diploma in Research Methodology
- ♦ Degree in Education with a specialization in Learning Difficulties and Preschool
- ♦ PhD in Pedagogical Sciences
- ♦ Higher University Technician in Speech Therapy
- ♦ Graduate Professor: Research Methodology I, Design of measurement and evaluation instruments
- ♦ Graduate Professor. Academic Reading and Writing



08

Certificate

The Postgraduate Diploma in Learning Difficulties in Literacy guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.





“

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

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Learning Difficulties in Literacy** 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.

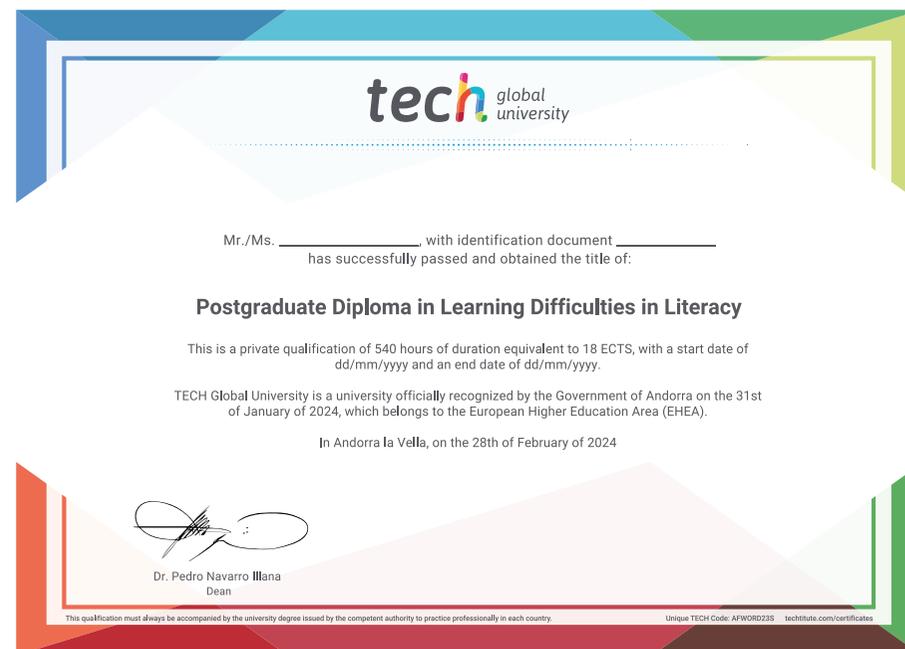
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Learning Difficulties in Literacy**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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.

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institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom

tech global
university

Postgraduate Diploma
Learning Difficulties
in Literacy

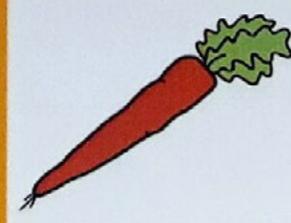
- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Learning Difficulties in Literacy

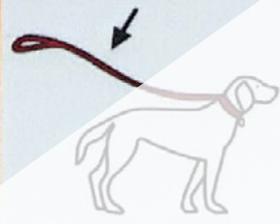


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