Postgraduate Diploma
Theories and Paradigms of Learning Difficulties

tech technological university

Postgraduate Diploma
Theories and Paradigms of Learning Difficulties

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

Website: **www.techtitute.com/pk/psychology/postgraduate-diploma/postgraduate-diploma-theories-paradigms-learning-difficulties**

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01
Introduction

Neurological dysfunction can lead to learning disabilities. This not only affects patients who are minors, but can occur at any stage of life. The figure of the psychologist in education centers and even in geriatric centers is essential for the rehabilitation of AD (Learning Difficulties). New pedagogical tools can help in the therapy of those affected, which is why highly qualified and prepared specialists are needed to deal with each specific case, given its specificities. TECH offers a complete and rigorous program that addresses developmental disorders, macro theories and psychoeducational paradigms and cognitive development, among other issues. This is a 100% online program, which will be available to graduates in Psychology who wish to approach this field whenever and wherever they are, with flexible schedules.

Thanks to this Postgraduate Diploma, you will learn about the basic processes of learning: memorization, attention and perception"

Cognitive development mainly involves memory, attention and perception. These are skills that can also deteriorate over time. For this reason, and given their importance in the development of children from a very early age, it is essential that schools have a psychologist. Reinforcing skills and attending to the origins of the disorders are some of the tasks that these specialists must carry out and which are key to the monitoring and rehabilitation of the cases.

For this reason, TECH offers a complete and rigorous program aimed at graduates in Psychology who seek to specialize in the field of education and psychoeducational paradigms to optimize the care of people with AD. TECH makes it possible to study through a 100% online modality, which is supported by a teaching team versed in the field of psychology and education, to ensure the proper academic preparation of students.

In addition, the Postgraduate Diploma has a theoretical-practical approach, which will introduce students to the methods and strategies of constructivist, connectivist, emotional and experiential teaching, among others. In addition, this program is highly dynamic thanks to TECH's Relearning methodology. A procedure that allows the professional to advance progressively, while reducing the long hours of study so frequent in other teaching methods. In addition, the downloadable content of the virtual classroom will be available to students, even after completion of the program.

This **Postgraduate Diploma in Theories and Paradigms of Learning Difficulties** 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 scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where 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, flexible and rigorous program that is based on the extensive experience of its teachers in Psychology and Education to turn you into a multidisciplinary professional"

" *Be part of the professionals who are at the forefront of teaching and support for learning difficulties"*

Gain insights into the best methods of public management with simulated public policy making and its risks.

Delve into cognitive development to learn how memory, perception and attention influence DA.

The program's teaching staff includes professionals from 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.

02
Objectives

The main objective of this Postgraduate Diploma in Theories and Paradigms of Learning Difficulties is to offer students the most updated content on behavioral, cognitive and emotional teaching models, personalized teaching, as well as experiential learning. In addition, the innovative teaching material offered by TECH in all its programs will bring students closer to psycho-educational challenges and attention to diversity, so that they can plan their professional career, together with a specialized teaching team with whom they can discuss and follow up on the subject.

Learn about the different types of learning disorders such as dyslexia, dysgraphia and dysorthography through quality teaching"

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 evaluation and diagnosis
- Detect in professional practice different Specific Educational Support Needs (SEN)
- Make reliable diagnoses and provide appropriate interventions in each psycho-educational setting
- Apply specific intervention techniques and programs for Learning Difficulties
- Make psycho-pedagogical reports and intervention proposals to education and multidisciplinary professionals

Achieve your professional goals now thanks to TECH's innovative tools and the guidance of great professionals versed in neuropsychology"

Specific Objectives

Module 1. Introduction to Learning Difficulties and Developmental Disorders

- Delve into the concepts of learning disabilities and developmental disorders
- Examine the main characteristics and associated disorders of dyslexia, dysgraphia and dysorthography
- Provide support to guidance teams in education centers, as well as specialized EOEPS

Module 2. Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

- 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

Module 3. Cognitive Development and Processing: Developmental Processes and Executive Thinking Functions Affected in LD

- Study the concept of memory, as well as its implication in Learning Difficulties
- Delve into the cognitive and neurofunctional models of numerical processing
- Study, in-depth, the main neuropsychological and psycholinguistic models in reading and writing

03
Course Management

TECH has relied on a teaching team versed in the educational field for the development of this Postgraduate Diploma. This field experience is essential for the psychologist to obtain a completely personalized tutoring adapted to their own interests. In addition, the experts will be available to the specialists through individual tutorials, and will maintain direct contact to resolve any questions about the syllabus.

Be supported by a teaching staff with extensive experience in psychology so that you can learn first-hand about learning disorders"

Management

Ms. Torres García, Cathaysa

- 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, 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 curriculum of this Postgraduate Diploma has been designed by a specialized teaching team whose main objective is to broaden and update students' knowledge of learning difficulties. Through a theoretical-practical approach, psychologists will delve into developmental disorders, macro theories and psychoeducational paradigms and cognitive development, among other issues. In addition, the Relearning system, based on the reiteration of content, will allow students to dispense with long hours of memorization and will enable them to assimilate the content in a progressive and easy way.

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Adapt your study pace to your circumstances and balance academic study with your personal and professional needs"

Module 1. Introduction to Learning Difficulties and Developmental Disorders

1.1. The Historical Evolution of Learning Difficulties

1.1.1. Historical Background and Emergence of the Concept of Learning Difficulties

1.1.2. Current Conceptualization and LD Considerations as a Diagnostic Category

1.1.3. Areas of Application and Fields of Psychological Intervention in LD Today

1.2. Concept of Learning Difficulties and Developmental Disorders, Definition and Classification

1.2.1. Learning Difficulty Concept and Definition as a Diagnostic Category

1.2.2. Developmental Disorder Concept and Definition of Major Disorders

1.2.3. The Relationship between Developmental Disorders and LD Classification

1.3. Basic Learning Processes and Distinctive Characteristics of LD Detection Principles

1.3.1. Introduction to the Basic Learning Processes: Memorization, Attention and Perception

1.3.2. Memory: Phases and Memory Types

1.3.3. Attention and Perception: Attention Types

1.3.4. Introduction to Detection and Distinguishing Characteristics of LDs

1.4. Developmental and School Characteristics and Milestones in Childhood and Adolescence in Relationship with LD

1.4.1. Childhood Developmental Milestones

1.4.2. Adolescent Developmental Milestones

1.4.3. School Skills to Achieve in Childhood and Adolescence

1.4.4. LD Detection Based on Milestone Detection or Unmet Competency

1.5. Dyslexia Concept and Characteristics

1.5.1. Dyslexia Definition

1.5.2. Dyslexia Main Characteristics

1.5.3. Dyslexia and Related Disorders

1.5.4. Research and Scientific Evidence on Dyslexia

1.6. Dysgraphia Concept and Characteristics

1.6.1. Dysgraphia Definition

1.6.2. Main Features of Dysgraphia

1.6.3. Dysgraphia and Related Disorders

1.6.4. Research and Scientific Evidence on Dysgraphia

1.7. Dysorthography: Concept and Characteristics

1.7.1. Definition of Dysorthography

1.7.2. Main Features of Dysorthography

1.7.3. Dysorthography and Related Disorders

1.7.4. Research and Scientific Evidence on Dysorthography

1.8. Math Learning Difficulty Concept

1.8.1. MD Definition

1.8.2. Main Features of Math Learning Difficulties (MD)

1.8.3. MD and Related Disorders

1.8.4. Research and Scientific Evidence on MD

1.8.5. Classroom Detection and Initial Actions

1.8.6. LD Prevention Programs in the Educational Setting

1.9. Introduction to Learning Difficulties in the Formal Education System

1.9.1. Guidance Teams in Educational Centers: Organization and Operation

1.9.2. Specialized EOEPS Guidance Teams. Organization and Operation

1.9.3. LD Attention According to Categorization: Available Resources from Educational Centers

Module 2. Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

2.1.   Historical Framework and Learning Theory Development

    2.1.1.   Learning Theory History and Evolution

    2.1.2.   First Approaches

    2.1.3.   Current Understanding of Learning Difficulties

2.2.   Introduction to Learning Theories and Main Authors

    2.2.1.   Global Concepts of Learning and Types of Learning

        2.2.1.1. Discovery Learning

        2.2.1.2. Trial and Error Learning

        2.2.1.3. Innovative Learning

        2.2.1.4. Latent Learning

        2.2.1.5. Reader Learning

        2.2.1.6. Learning Maintenance

        2.2.1.7. Social Learning

        2.2.1.8. Vicarious Learning

        2.2.1.9. ContinuousVertical Learning

        2.2.1.10. Significant Learning

    2.2.2.   Main Authors

        2.2.2.1. Pavlov. Conditioned Learning

        2.2.2.2. Piaget. Cognitive Development Stages

        2.2.2.3. Brunner. Scaffolding Theory

        2.2.2.4. Ausubel. Significant Learning Theory

        2.2.2.5. Bandura. Social Learning Theory

        2.2.2.6. Gagné's Learning Theory

2.3.   Behavioral Teaching Models

    2.3.1.   Pavlov and Watson's Classical Model

    2.3.2.   Skinner's Radical Model

    2.3.3.   Tolman's Intentional Model

    2.3.4.   Hull's Deductive Model

2.4.   Cognitive Learning Models I

    2.4.1.   Brunner. Scaffolding Theory Discovery Learning

    2.4.2.   Ausubel. Significant Learning Theory. Expository Teaching Method

    2.4.3.   Gagné's Instructional Hierarchy Model

2.5.   Cognitive Learning Models II

    2.5.1.   Introduction to the Sociocultural Approach to Learning

    2.5.2.   Relationship between Language and Mind

    2.5.3.   Vygotsky's Sociocultural Theory of Cognitive Development

    2.5.4.   Proximal Development Zone Concept

    2.5.5.   Information Processing Theory (Gestalt, Multichannel Learning)

    2.5.6.   Social Cognitive Perspective (Tolman, Bandura)

2.6.   Constructivist Teaching Models

    2.6.1.   Piaget and Vygotsky

    2.6.2.   Other Constructivist Models (Social Environment, Thinking and Language, Action Theory)

    2.6.3.   Constructivist Instructional Design Theories

2.7.   Connectivism Teaching Model

    2.7.1.   Connectivism Principles

    2.7.2.   Learning Network

    2.7.3.   Pedagogical Proposals

    2.7.4.   Instructional Design According to Connectivism

2.8.   Emotional Learning and Personalized Teaching (Cognitive-Emotional and Humanistic Approaches)

    2.8.1.   Historical Review and Relevant Authors

    2.8.2.   Emotional Intelligence and its Impact on Learning

    2.8.3.   Personalized and Customized Education

    2.8.4.   Personalized Education: Techniques and Resources

    2.8.5.   Personalized Education and ICT Challenges

Module 3. Cognitive Development and Processing: Developmental Processes and Executive Thinking Functions Affected in LD

Enhance your knowledge of the neuropsychological and psycholinguistic models of reading and writing thanks to the multimedia content provided by TECH"

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.

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"
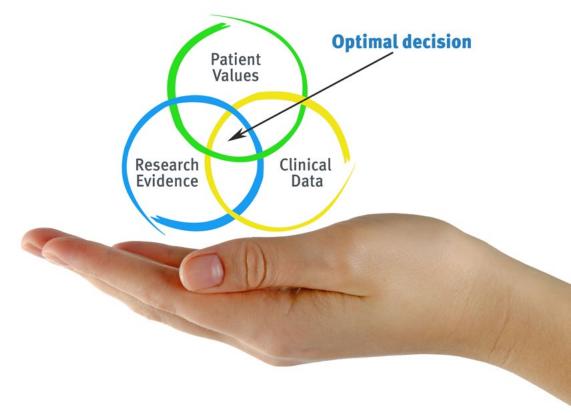
At TECH we use the Case Method

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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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.

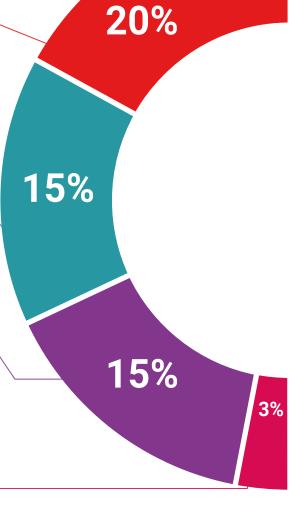**20%**

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.

15%

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".

15%

3%

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.

20%

17%

3%

7%

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

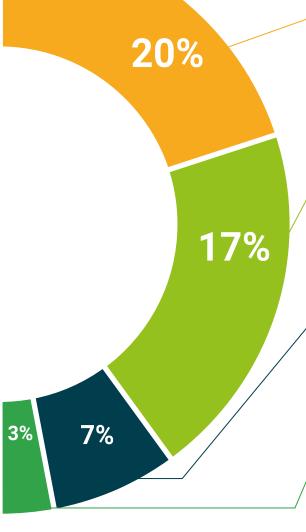There is scientific evidence suggesting that observing third-party experts can be useful.

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.

Certificate

This Postgraduate Diploma in Theories and Paradigms of Learning Difficulties 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 Theories and Paradigms of Learning Difficulties** 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 certificate 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 Theories and Paradigms of Learning Difficulties**

Official Nº of hours: **450 h.**

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Awards the following
CERTIFICATE
to
Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE DIPLOMA
in

Theories and Paradigms of Learning Difficulties

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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