



# Master's Degree Neuropsychology and Education

» Modality: Online

» Duration: 12 months.

» Certificate: TECH Global University

» Accreditation: 60 ECTS

» Schedule: at your own pace

» Exams: online

Website: www.techtitute.com/us/psicologia/master/master-neuropsychology-education

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# tech 06 | Introduction to the Program

Neuropsychology has gained increasing relevance in the educational field, particularly within Psychology, as it enables a profound understanding of the brain processes underlying learning, behavior, and cognitive development. This specialization is essential for identifying, analyzing, and addressing learning difficulties from a scientific perspective, integrating knowledge of the nervous system, brain function, and their impact on academic and socioemotional skills.

In response to this need, TECH Global University has developed this comprehensive Master's Degree in Neuropsychology and Education. Throughout the academic program, students will explore topics such as child neuropsychological assessment, neurodevelopmental disorders, memory, learning styles, and intervention strategies adapted to different educational contexts. The program will also provide an in-depth examination of the role of executive functions, attention, language, and emotional self-regulation—essential components for a comprehensive approach.

Graduates of this university qualification will acquire a highly sought-after professional profile for employment in psycho-pedagogical teams, clinical practices, educational centers, and institutions dedicated to guidance and psychopedagogical evaluation. Moreover, the ability to apply diagnostic tools and design personalized intervention plans will enable graduates to lead processes aimed at improving academic performance and promoting educational inclusion, thereby significantly enhancing their employability and professional competitiveness.

This postgraduate program is delivered in a fully online format, offering complete flexibility to organize training without interrupting professional or personal commitments. In addition, TECH's exclusive Relearning methodology will optimize learning through the intelligent repetition of key concepts, facilitating deep and lasting knowledge assimilation. Thanks to this innovative pedagogical approach, professionals will advance efficiently and autonomously, accessing all learning materials at any time and from any internet-connected device.

This **Master's Degree in Neuropsychology and Education** contains the most complete and up-to-date university program on the market. Its most notable features are:

- The development of practical cases presented by experts in Neuropsychology 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
- Special emphasis on innovative methodologies in Neuropsychology and Education
- 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 drive educational transformation with scientific tools that place the brain at the center of the teaching process.

Take the step to elevate your knowledge to a new level!"

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You will identify early various cognitive alterations that affect academic performance from a neuropsychological perspective"

The faculty includes professionals from the fields of neuropsychology and education, who contribute their practical experience to this program, along with 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 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.

You will master the use of neuropsychological measurement instruments applied to memory, attention, and executive functions.

A curriculum based on the disruptive Relearning system will facilitate the assimilation of complex concepts in a fast and flexible way.







### tech 10 | Why Study 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".

#### 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 Wistuba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

#### 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.



The most complete syllabus





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

# 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.

### A unique learning method

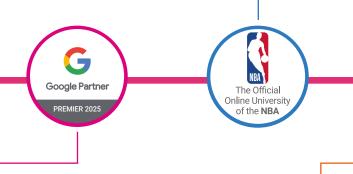
TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method",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

### The 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.



99% maximun employability guaranteed

#### **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 top-rated university by its students

Students have positioned TECH as the world's toprated 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.





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### Module 1. Principles of Neurosciences

- 1.1. The Nervous System and Neurons
  - 1.1.1. Introduction
  - 1.1.2. Development and Latest Approaches
- 1.2. Basic Anatomy of Learning-Related Structures
  - 1.2.1. Description
  - 1.2.2. Physiology of Learning
- 1.3. Psychological Processes Related to Learning.
  - 1.3.1. Emotions and Learning
  - 1.3.2. Emotional Approaches
- 1.4. The Main Brain Structures Related to Motor Skills
  - 1.4.1. Brain and Motor Development
  - 1.4.2. Laterality and Development
- 1.5. The Plastic Brain and Neuroplasticity
  - 1.5.1. Definition of Plasticity
  - 1.5.2. Neuroplasticity and Education
- 1.6. Epigenetics
  - 1.6.1. Definition and Origins
- 1.7. Effects of the Environment on Brain Development
  - 1.7.1. Current Theories
  - 1.7.2. The Influence of the Environment on Child Development
- 1.8. Changes in the Infant's Brain
  - 1.8.1. Brain Development in Infancy
  - 1.8.2. Characteristics
- 1.9. Evolution of the Adolescent Brain
  - 1.9.1. Brain Development in Adolescence
  - 1.9.2. Characteristics
- 1.10. The Adult Brain
  - 1.10.1. Characteristics of the Adult Brain
  - 1.10.2. The Adult Brain and Learning

### Module 2. Developmental Neuropsychology

- 2.1. Neuroscience
  - 2.1.1. Introduction
  - 2.1.2. Concept of Neuroscience
  - 2.1.3. Neuromyths
- 2.2. The Brain: Structure and Function
  - 2.2.1. Primary Brain Structures
  - 2.2.2. Triune Model
  - 2.2.3. Bilateral Model
  - 2.2.4. Cognitive Brain and Emotional Brain
  - 2.2.5. Neurons
  - 2.2.6. What Are Neurotransmitters?
- 2.3. Neuroscience and Learning
  - 2.3.1. What is Learning?
  - 2.3.2. Mirror Neurons
  - 2.3.3. Levels of Learning
  - 2.3.4. Learning Styles
  - 2.3.5. Types of Learning
- 2.4. Multiple Intelligences
  - 2.4.1. Definition
  - 2.4.2 Classification
  - 2.4.3. Multiple Intelligences and Neurodidactics
  - 2.4.4. Multiple Intelligences in the Classroom
  - 2.4.5. Advantages and Drawbacks in Education
- 2.5. Neuroscience Education
  - 2.5.1. Neuroeducation
  - 2.5.2. The Notes to the Financial Statements
  - 2.5.3. Emotion
  - 2.5.4. Attention
  - 2.5.5. Motivation
  - 2.5.6. Contributions of Neurodidactics to Learning Strategies

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)	.6.	Neuro	science	in the	Classroo	m
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- 2.6.1. The Role of the Neuroeducator
- 2.6.2. Neuroeducational and Neuropedagogical Importance
- 2.6.3. Empathic Attitude and Learning
- 2.6.4. Classroom Applications
- 2.6.5. Classroom Organization

#### 2.7. Playing and New Technologies

- 2.7.1. Etymology of Playing
- 2.7.2. Benefits of Playing
- 2.7.3. Learning by Playing
- 2.7.4. The Neurocognitive Process
- 2.7.5. Basic Principles of Educational Games
- 2.7.6. Neuroeducation and Board Games
- 2.7.7. Educational Technology and Neuroscience
- 2.7.8. Development of Executive Functions

### 2.8. Body and Brain

- 2.8.1. The Connection between Body and Brain
- 2.8.2. The Social Brain
- 2.8.3. How Do We Prepare the Brain for Learning?
- 2.8.4. Nutrition
- 2.8.5. Rest and Learning

### 2.9. Neuroscience for Preventing School Failure

- 2.9.1. Benefits of Neuroscience
- 2.9.2. Elements for a Success-Oriented Pedagogy
- 2.9.3. Some Suggestions for Improving the Learning Process

### 2.10. Reason and Emotion

- 2.10.1. The Binomial Reason and Emotion
- 2.10.2. What Are Our Emotions Good for?
- 2.10.3. Why Educate Emotions in the Classroom?
- 2.10.4. Effective Learning through Emotions

### Module 3. Neuroeducation

- 3.1. Introduction to Neuroeducation
- 3.2. Main Neuromyths
- 3.3. Attention
- 3.4. Emotion
- 3.5. Motivation
- 3.6. Learning
- 3.7. The Notes to the Financial Statements
- 3.8. Stimulation and Early Interventions
- 3.9. Importance of Creativity in Neuroeducation
- 3.10. Methodologies that Enable the Transformation of Education into Neuroeducation

# **Module 4.** Visual and Auditory Functionality for Reading, Language, Languages and Learning

- 4.1. Vision: Functioning and Neuropsychological Bases
  - 4.1.1. Introduction
  - 4.1.2. Development of the Visual System at Birth
  - 4.1.3. Risk Factors
  - 4.1.4. Development of Other Sensory Systems During Infancy
  - 4.1.5. Influence of Vision on the Visuomotor System and its Development
  - 4.1.6. Normal and Binocular Vision
  - 4.1.7. Anatomy of Human Eyes
  - 4.1.8. Eye Functions
  - 4.1.9. Other Functions
  - 4.1.10 Visual Pathways to the Cerebral Cortex
  - 4.1.11. Elements that Favor Visual Perception
  - 4.1.12 Vision Diseases and Alterations
  - 4.1.13 Most Common Eye Disorders or Diseases: Classroom Interventions
  - 4.1.14 Computer Vision Syndrome (CVS)
  - 4.1.15 Attitudinal Observation of the Student
  - 4.1.16 Summary
  - 4.1.17 Bibliographic References

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4.2.	Visual P	erception, Assessment and Intervention Programs
	4.2.1.	Introduction
	4.2.2.	Human Development: Development of the Sensory Systems
	4.2.3.	Sensory Perception
	4.2.4.	Neurodevelopment
	4.2.5.	Description of the Perceptual Process
	4.2.6.	Color Perception
	4.2.7.	Perception and Visual Skills
	4.2.8.	Evaluation of Visual Perception
	4.2.9.	Intervention for the Improvement of Visual Perception
	4.2.10	Summary
	4.2.11	Bibliographic References
4.3.	Tracking	g Eye Movements
	4.3.1.	Introduction
	4.3.2.	Eye Movements
	4.3.3.	Tracking Eye Movements
	4.3.4.	Ocular Motility Recording and Assessment
	4.3.5.	Ocular Motility-Related Disorders
	4.3.6.	The Visual System and Reading
	4.3.7.	Development of Skills in Learning to Read
	4.3.8.	Improvement and Training Programs and Activities
	4.3.9.	Summary
	4.3.10.	Bibliographic References
4.4.	Saccadi	c Movements and Their Implication in Reading
	4.4.1.	Introduction
	4.4.2.	Models of the Reading Process
	4.4.3.	Saccadic Movements and Their Relation to Reading
	4.4.4.	How are Saccadic Movements Evaluated?
	4.4.5.	The Reading Process at the Visual Level
	4.4.6.	Visual Memory in the Reading Process
	4.4.7.	Investigations to Study the Relationship Between Visual Memory and Reading
	4.4.8.	Reading Difficulties

	4.4.10	Social Educators
	4.4.11.	Summary
	4.4.12	Bibliographic References
4.5.	Visual A	accommodation and its Relation to Posture in the Classroom
	4.5.1.	Introduction
	4.5.2.	Mechanisms that Allow for Accommodation or Focus
	4.5.3.	How is Visual Accommodation Assessed?
	4.5.4.	Body Posture in the Classroom
	4.5.5.	Visual Accommodation Training Programs
	4.5.6.	Aids for Visually Impaired Students
	4.5.7.	Summary
	4.5.8.	Bibliographic References
4.6.	Structur	re and Function of the Ear
	4.6.1.	Introduction
	4.6.2.	The World of Sound
	4.6.3.	Sound and its Propagation
	4.6.4.	The Auditory Receptors
	4.6.5.	Ear Structure
	4.6.6.	Development of the Hearing System at Birth
	4.6.7.	Development of Sensory Systems during Infancy
	4.6.8.	Influence of the Ear on Balance Development
	4.6.9.	Ear Diseases
	4.6.10	Summary
	4.6.11.	Bibliographic References
4.7.	Auditory	/ Perception
	4.7.1.	Introduction
	4.7.2.	Guidelines for Detecting Auditory Perception Problems
	4.7.3.	The Perceptive Process
	4.7.4.	Role of the Auditory Pathways in Perceptual Processes
	4.7.5.	Children with Impaired Auditory Perception
	4.7.6.	Evaluation Tests
	4.7.7.	Summary
	4.7.8.	Bibliographic References

4.4.9. Specialized Teachers

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4.8.	Evaluation	of Hearing	and its	Alterations

- 4.8.1. Introduction
- 4.8.2. Evaluation of the External Auditory Canal
- 4.8.3. Otoscopy
- 4.8.4. Air Audiometry
- 4.8.5. Bone Conduction Hearing
- 4.8.6. Curve of the Pain Threshold
- 4.8.7. Tone Audiometry, Vocal Audiometry and Acoustic Audiometry
- 4.8.8. Hearing Impairment: Degrees and Types of Hearing Loss
- 4.8.9. Causes of Hearing Loss
- 4.8.10. Psychobiological Aspects of Hearing Impairment
- 4.8.11. Summary
- 4.8.12. Bibliographic References

### 4.9. Hearing and Learning Development

- 4.9.1. Introduction
- 4.9.2. Development of the Human Ear
- 4.9.3. Programs, Activities and Games for Auditory Development in Children
- 4.9.4. Berard Method
- 4.9.5. Tomatis Method
- 4.9.6. Visual and Hearing Health
- 4.9.7. Adaptations of Curricular Elements
- 4.9.8. Summary
- 4.9.9. Bibliographic References

### 4.10. Vision and Hearing Processes Involved in Reading

- 4.10.1. Introduction
- 4.10.2. Tracking Eye Movements
- 4.10.3. The Visual System and Reading
- 4.10.4. Dyslexia
- 4.10.5. Color-Based Therapies for Dyslexia
- 4.10.6. Visual Impairment Aids
- 4.10.7. Summary
- 4.10.8. Bibliographic References

### 4.11. Relationship Between Vision and Hearing in Language

- 4.11.1. Introduction
- 4.11.2. Relationship Between Vision and Hearing
- 4.11.3. Verbal-Auditory and Visual Information Processing
- 4.11.4. Intervention Programs for Hearing Disorders
- 4.11.5. Guidelines for Teachers
- 4.11.6. Summary
- 4.11.7. Bibliographic References

### Module 5. Motor Skills, Laterality and Writing

### 5.1. Neurodevelopment and Learning

- 5.1.1. Introduction
- 5.1.2. Perceptual Development
- 5.1.3. Neuropsychological Basis of Motor Development
- 5.1.4. Laterality Development
- 5.1.5. Interhemispheric Communication through the Corpus Callosum
- 5.1.6. Ambidextrousness
- 5.1.7. Summary
- 5.1.8. Bibliographic References

### 5.2. Psychomotor Development

- 5.2.1. Introduction
- 5.2.2. Gross Psychomotricity
- 5.2.3. General Dynamic Coordination: Basic Skills
- 5.2.4. Fine Motor Skills and their Relationship with Writing
- 5.2.5. Psychomotor Development Assessment
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	5.8.3.	Executive Functions Involved in Learning
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	5.8.6.	Classroom Aids for Students with Dysgraphia
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5.9.	Contribution of	Laterality to the	Development of	f Reading and Writing

- 5.9.1. Introduction
- 5.9.2. Importance of Laterality in the Learning Process
- 5.9.3. Laterality in the Reading and Writing Processes
- 5.9.4. Laterality and Learning Difficulties
- 5.9.5. Summary
- 5.9.6. Bibliographic References

# 5.10. Role of the School Psychologist and Guidance Counselors for Prevention, Development and Learning Difficulties

- 5.10.1. Introduction
- 5.10.2. The Guidance Department
- 5.10.3. Intervention Programs
- 5.10.4. Advances in Neuropsychology in Learning Difficulties
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- 5.11.1. How to Inform Parents
- 5.11.2. Activities to Improve Academic Performance
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### 5.12. Psychomotor Assessment and Intervention

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  - 6.1.2. The Importance of Research Methodology
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  - 6.1.4. Research Approaches
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- 6.2. Choosing the Topic to Research
  - 6.2.1. Introduction
  - 6.2.2. The Research Problem
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  - 6.2.5. Research Objectives
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  - 6.3.1. Introduction
  - 6.3.2. Research Hypothesis
  - 6.3.3. Feasibility of the Research Project
  - 6.3.4. Introduction and Justification of the Research
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- 6.4. Theoretical Framework
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  - 6.6.3. Sections to Be Included in the Methodological Framework
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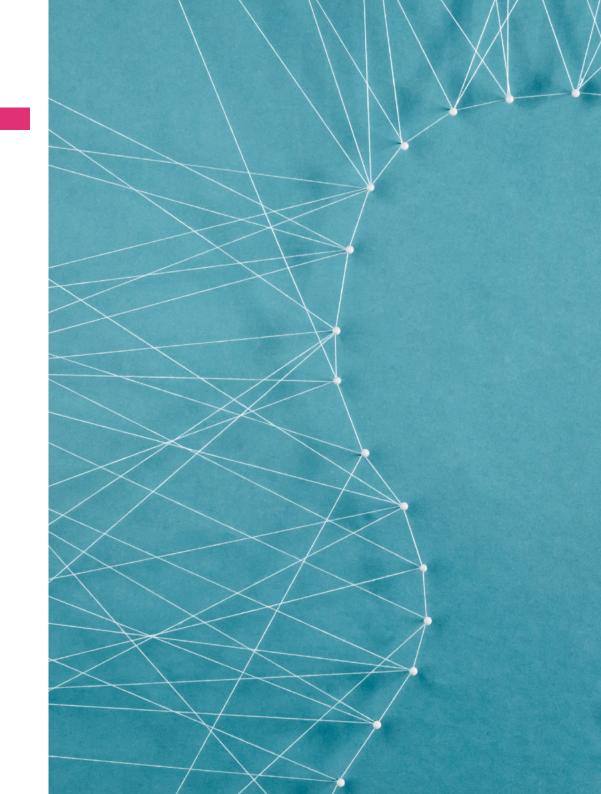
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	6.14.2.	Mann-Whitney T-Test and Mann-Whitney U-Test
	6.14.3.	T-Test and Wilcoxon Signed Ranges
	6.14.4.	The Results
	6.14.5.	Summary
	6.14.6.	Bibliographic References
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	6.15.2.	What is the Discussion?
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6.16.	Produci	ng the Final Master's Degree Dissertation
	6.16.1.	Introduction
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### Module 7. Multiple Intelligences, Creativity, Talent and High Abilities

- 7.1. Theory of Multiple Intelligences
  - 7.1.1. Introduction
  - 7.1.2. Medical History
  - 7.1.3. Conceptualization
  - 7.1.4. Validation
  - 7.1.5. Premises and Basic Principles of Theories
  - 7.1.6. Neuropsychological and Cognitive Science
  - 7.1.7. Classification of the Theories of Multiple Intelligences
  - 7.1.8. Summary
  - 7.1.9. Bibliographic References
- 7.2. Types of Multiple Intelligences
  - 7.2.1. Introduction
  - 7.2.2. Types of Intelligence
  - 7.2.3. Summary
  - 7.2.4. Bibliographic References
- 7.3. Assessment of Multiple Intelligences
  - 7.3.1. Introduction
  - 7.3.2. Medical History
  - 7.3.3. Types of Assessments
  - 7.3.4. Aspects to Consider in the Assessment
  - 7.3.5. Summary
  - 7.3.6. Bibliographic References
- 7.4. Creativity
  - 7.4.1. Introduction
  - 7.4.2. Concepts and Theories of Creativity
  - 7.4.3. Approaches to the Study of Creativity
  - 7.4.4. Characteristics of Creative Thinking
  - 7.4.5. Types of Creativity
  - 7.4.6. Summary
  - 7.4.7. Bibliographic References





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- 7.5. Neuropsychological Basis of Creativity
  - 7.5.1. Introduction
  - 7.5.2. Medical History
  - 7.5.3. Characteristics of Creative People
  - 7.5.4. Creative Products
  - 7.5.5. Neuropsychological Bases of Creativity
  - 7.5.6. Influence of the Environment and Context on Creativity
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  - 7.5.8. Bibliographic References
- 7.6. Creativity in the Educational Context
  - 7.6.1. Introduction
  - 7.6.2. Creativity in the Classroom
  - 7.6.3. Stages of the Creative Process
  - 7.6.4. How to Work on Creativity?
  - 7.6.5. Connection Between Creativity and Thinking
  - 7.6.6. Modification in the Educational Context
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  - 7.6.8. Bibliographic References
- 7.7. Methodologies for Developing Creativity
  - 7.7.1. Introduction
  - 7.7.2. Programs for Developing Creativity
  - 7.7.3. Projects for Developing Creativity
  - 7.7.4. Promoting Creativity in the Family Context
  - 7.7.5. Summary
  - 7.7.6. Bibliographic References
- 7.8. Creativity Assessment and Guidance
  - 7.8.1. Introduction
  - 7.8.2. Considerations on Assessment
  - 7.8.3. Evaluation Tests
  - 7.8.4. Subjective Assessment Tests
  - 7.8.5. Guidance on Assessment
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	7.9.2.	Relationship Between Giftedness and High Capacities
	7.9.3.	Connection Between Heredity and Environment
	7.9.4.	Neuropsychological Foundation
	7.9.5.	Models of Giftedness
	7.9.6.	Summary
	7.9.7.	Bibliographic References
7.10.		cation and Diagnosis of High Capacities
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	7.10.2.	Main Characteristics
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	7.11.6.	Gender Differences
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	7.11.9.	Bibliographic References
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	7.12.4.	Differences Between Talent and High Capacities
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### Module 8. Dyslexia, Dyscalculia and Hyperactivity

- 8.1. Conceptualization of Dyslexia
  - 8.1.1. Introduction
  - 8.1.2. Definition
  - 8.1.3. Neuropsychological Bases
  - 8.1.4. Characteristics
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- 8.2. Neuropsychological Assessment of Dyslexia
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  - 8.2.2. Diagnostic Criteria for Dyslexia
  - 8.2.3. How to Evaluate?
  - 8.2.4. Interview with the Tutor
  - 8.2.5. Reading and Writing
  - 8.2.6. Neuropsychological Assessment
  - 8.2.7. Assessment of Other Related Aspects
  - 8.2.8. Summary
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  - 8.3.1. Introduction
  - 8.3.2. Variables Involved
  - 8.3.3. Neuropsychological Field
  - 8.3.4. Intervention Programs
  - 8.3.5. Summary
  - 8.3.6. Bibliographic References
- 8.4. Conceptualization of Dyscalculia
  - 8.4.1. Introduction
  - 8.4.2. Definition of Dyscalculia
  - 8.4.3. Characteristics
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	8.10.4.	Dyslexia and ADHD			
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8.11.	Neurote	echnology			
	8.11.1.	Introduction			
	8.11.2.	Applied to Dyslexia			
	8.11.3.	Applied to Dyscalculia			
	8.11.4.	Applied to ADHD			
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	8.12.2.	Guidance on Dyslexia			
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8.9. Neuropsychological Interventions of ADHD

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- 9.1. Neurobiological Basis Involved in Language
  - 9.1.1. Introduction
  - 9.1.2. Language Definitions
  - 9.1.3. Historical Background
  - 9.1.4. Summary
  - 9.1.5. Bibliographic References
- 9.2. Language Development
  - 9.2.1. Introduction
  - 9.2.2. Appearance of Language
  - 9.2.3. Acquisition of Language
  - 9.2.4. Summary
  - 9.2.5. Bibliographic References
- 9.3. Neuropsychological Approaches to Language
  - 9.3.1. Introduction
  - 9.3.2. Brain Processes of Language
  - 9.3.3. Brain Areas Involved
  - 9.3.4. Neurolinguistic Processes
  - 9.3.5. Brain Centers Involved in Comprehension
  - 9.3.6. Summary
  - 9.3.7. Bibliographic References
- 9.4. Neuropsychology of Language Comprehension
  - 9.4.1. Introduction
  - 9.4.2. Brain Areas Involved in Comprehension
  - 9.4.3. Sounds
  - 9.4.4. Syntactic Structures for Linguistic Comprehension
  - 9.4.5. Semantic Processes and Meaningful Learning
  - 9.4.6. Reading Comprehension
  - 9.4.7. Summary
  - 9.4.8. Bibliographic References

- 9.5. Communication Through Language
  - 9.5.1. Introduction
  - 9.5.2. Language as a Tool for Communication
  - 9.5.3. Evolution of Language
  - 9.5.4. Social Communication
  - 9.5.5. Summary
  - 9.5.6. Bibliographic References
- 9.6. Language Disorders
  - 9.6.1. Introduction
  - 9.6.2. Speech and Language Disorders
  - 9.6.3. Professionals Involved in the Treatment
  - 9.6.4. Classroom Implications
  - 9.6.5. Summary
  - 9.6.6. Bibliographic References
- 9.7. Aphasia
  - 9.7.1. Introduction
  - 9.7.2. Types of Aphasia
  - 9.7.3. Diagnosis
  - 9.7.4. Assessment
  - 9.7.5. Summary
  - 9.7.6. Bibliographic References
- 9.8. Language Stimulation
  - 9.8.1. Introduction
  - 9.8.2. Importance of Language Stimulation
  - 9.8.3. Phonetic-Phonological Stimulation
  - 9.8.4. Lexical-Semantic Stimulation
  - 9.8.5. Morphosyntactic Stimulation
  - 9.8.6. Pragmatic Stimulation
  - 9.8.7. Summary
  - 9.8.8. Bibliographic References

9.9.	Reading	g and Writing Disorders
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	9.9.2.	Delayed Reading
	9.9.3.	Dyslexia
	9.9.4.	Dysorthographia
	9.9.5.	Dysgraphia
	9.9.6.	Dyslalia
	9.9.7.	Treatment of Reading and Writing Disorders
	9.9.8.	Summary
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9.10.	Evaluation and Diagnosis of Language Difficulties	
	9.10.1.	Introduction
	9.10.2.	Language Assessment
	9.10.3.	Language Assessment Procedures
	9.10.4.	Psychological Tests for Assessing Language
	9.10.5.	Summary
	9.10.6.	Bibliographic References
9.11.	Interver	ntion in Language Disorders
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	9.11.2.	Implementation of Improvement Programs
	9.11.3.	Improvement Programs
	9.11.4.	Improvement Programs Using New Technologies
	9.11.5.	Summary
	9.11.6.	Bibliographic References
9.12.	Incidence of Language Difficulties on Academic Performan	
	9.12.1.	Introduction
	9.12.2.	Linguistic Processes
	9.12.3.	Incidence of Language Disorders
	9.12.4.	Relationship Between Hearing and Language
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	Man	agemei	nt of Learning Difficulties
	10.1.	Introdu	ction
	10.2.		ation and Communication Technologies (ICT)
			Theoretical Foundations of Information and Communication Technologies
			Historical Development of ICT
		10.2.3.	Classification of ICT
			10.2.3.1. Synchronous
			10.2.3.2. Asynchronous
			ICT Features
			Potential of ICT in Different Contexts of Society
			ducational Environments
		10.3.1.	Contribution of ICT to Education in General
			10.3.1.1. Traditional Education and ICT Incorporation
			10.3.1.2. Impact of ICT in 21st Century Education
			10.3.1.3. Learning and Teaching With ICT: Expectations, Realities and Potential
		10.3.2.	ICT Approaches in the Care of Learning Difficulties
			10.3.2.1. ICT as an Educational Resource for the Care of Learning Difficulties
			10.3.2.1.1. Teaching Reading
			10.3.2.1.2. Teaching Writing
			10.3.2.1.3. Teaching Mathematics
			10.3.2.1.4. Attention Attention Deficit Hyperactivity Disorder (ADHD)

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10.3.3. Role of the Teacher in the use of ICT 10.3.3.1. In the Classroom 10.3.3.2. Extracurricular Spaces 10.4. Chess and its Pedagogical Value 10.4.1. Brief Historical Review of Chess 10.4.2. Its Playful Nature 10.4.3. Pedagogical Fundamentals of Play-Science 10.4.4. Chess as an Educational Tool: In the School Context and in Socially Vulnerable Environments 10.4.5. Potentials of Chess in the Teaching-Learning Process of Students with Learning Difficulties 10.4.5.1. Contributions of Chess in Cognitive Activity 10.4.5.1.1. Attention 10.4.5.1.2. Memory 10.4.5.1.3. Motivation 10.4.5.1.4. Managing Emotions 10.4.5.1.5. Strategic Thinking 10.4.5.1.6. Intelligence 10.4.5.1.7. Transfer of Learning 10.4.5.2. Contributions of Chess in the Context of Executive Functions 10.4.5.2.1. Organization 10.4.5.2.2. Planning 10.4.5.2.3. Execution (Planning, Inhibitory Control, Self-Monitoring) 10.4.5.2.4. Evaluation / Review 10.5. Chess as a Binding Element of the School-Family-Community Triad in the Management of Learning Disabilities 10.5.1. Strengths in the Use of Chess in School to Promote Family Participation in the Educational Process 10.5.2. Possibilities That Chess Offers to Promote Participation of the Community in the School 10.6. Meditation: From Spiritual Practice to its Current Expansion 10.6.1. A Brief Approach to Meditation as an Educational Tool 10.6.1.1. Concept of Meditation 10.6.1.2. Origin of Meditation 10.6.1.3. Its Expansion into Different Fields





# Syllabus | 29 tech

- 10.7. Educational Potential of Meditation to Manage Learning Difficulties and Attention to Diversity
  - 10.7.1. Scientific Evidence of the Effects of Meditation on the Body, Brain and Interpersonal Relationships
    - 10.7.1.1. Neurological Effects: Structural, Biochemical and Functional in the Brain
    - 10.7.1.2. Psychological Effects
    - 10.7.1.3. Physical Effects
  - 10.7.2. Impact of Meditation Practice in Schoolchildren
  - 10.7.3. Impact of Meditation on Teacher's Modes of Action
  - 10.7.4. Impact of Meditation Practice in School Environment
- 10.8. Activities for the Integration of Knowledge and its Practical Application
- 10.9. Recommending Readings
- 10.10. Bibliography



These comprehensive modules will prepare you to analyze the neurobiological foundations of cognitive, emotional, and behavioral development from childhood through adulthood"





# tech 32 | Teaching Objectives



### **General Objectives**

- Understand the anatomical and functional foundations of the nervous system and their implications for learning
- Analyze the main processes of cognitive, emotional, and behavioral development from a neuropsychological perspective
- Integrate concepts of neuroeducation to design pedagogical strategies based on scientific evidence
- Assess the influence of visual and auditory perception on the acquisition of reading and language skills
- Identify the relationship between laterality, motor development, and writing in children's academic progress
- Apply rigorous methodological principles to research in the field of educational neuropsychology
- Design interventions adapted to students with high abilities, creativity, and diverse talents
- Diagnose and address learning disorders such as Dyslexia, Dyscalculia, or ADHD through specialized approaches





### **Specific Objectives**

### Module 1. Principles of Neurosciences

- Recognize the structure and function of the main brain systems involved in learning
- Analyze how emotions and brain plasticity influence educational processes

### Module 2. Developmental Neuropsychology

- Describe the stages of neuropsychological development from childhood to adolescence
- Identify cognitive and behavioral alterations related to neurodevelopmental disorders

#### Module 3. Neuroeducation

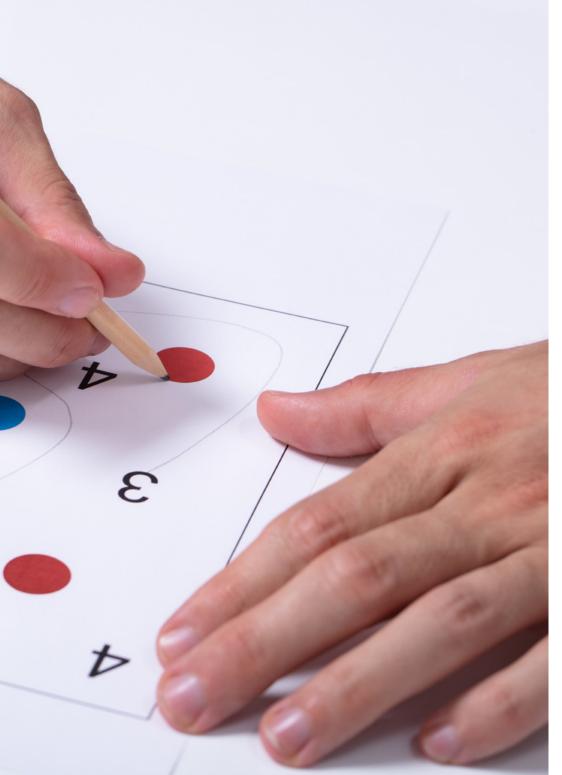
- Apply neuroscience principles to design effective teaching strategies
- Evaluate the impact of motivation, attention, and memory on teaching—learning processes

# Module 4. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- Understand how sensory systems affect the acquisition of linguistic skills
- Identify perceptual dysfunctions that interfere with reading and language learning

### Module 5. Motor Skills, Laterality and Writing

- Relate motor development and laterality to spatial organization and writing
- Propose interventions to improve graphomotor skills and visuomotor coordination



# tech 34 | Teaching Objectives

### Module 6. Research Methodology

- Design scientifically based research projects in Neuropsychology and Education
- Interpret statistical results applied to studies on learning and behavior

### Module 7. Multiple Intelligences, Creativity, Talent and High Abilities

- Identify different cognitive profiles in students with high abilities
- Promote educational environments that foster creativity and divergent thinking

### Module 8. Dyslexia, Dyscalculia and Hyperactivity

- Assess clinical signs of learning disorders
- Develop individualized intervention plans according to the characteristics of each disorder

### Module 9. Neurolinguistic Processes, Difficulties and Intervention Programs

- Analyze language development and its disorders from a neuropsychological perspective
- Apply appropriate intervention programs for different levels of neurolinguistic difficulty

# Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- Explore emerging methodologies such as gamification, multisensory learning, and universal design
- Integrate innovative approaches for educational support in contexts of functional diversity







You will advance your professional career by developing intervention proposals tailored to language disorders, learning difficulties, and neurodevelopmental conditions"



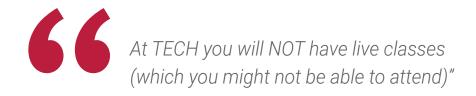


### The student: the priority of all TECH programs

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.







### The most comprehensive academic programs worldwide

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"

## tech 40 | Study Methodology

#### Case Studies or 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.



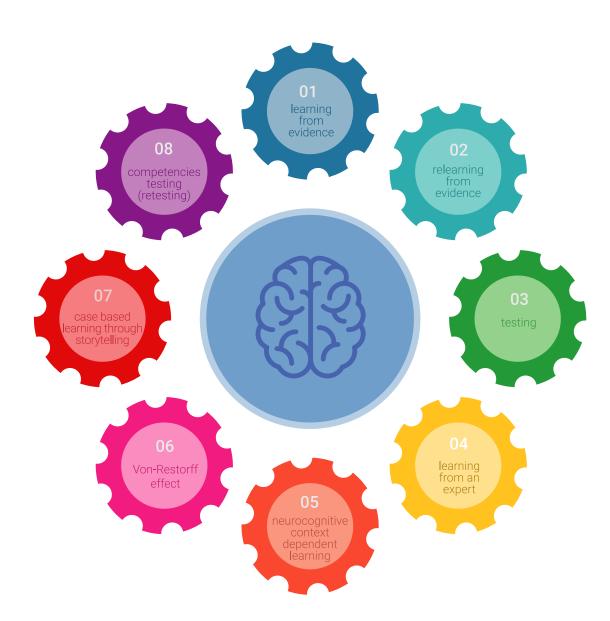
## Relearning Method

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 more performance, involving you more in your specialization, developing a critical spirit, defending arguments and contrasting opinions: a direct equation to success.



## tech 42 | Study Methodology

### 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.

## Study Methodology | 43 tech

### The university methodology best 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.

## tech 44 | Study Methodology

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**

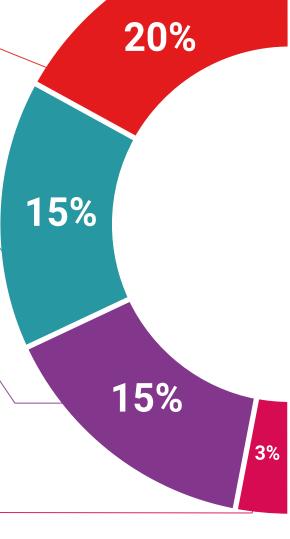
You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### **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



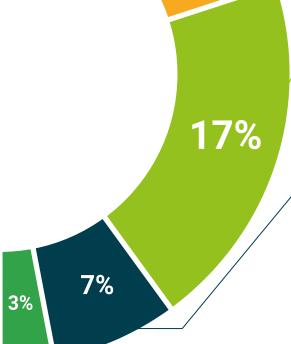
There is scientific evidence suggesting that observing third-party experts can be useful.

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.







### Management



## Ms. Sánchez Padrón, Nuria Ester

- General Health Psychologist at Vitaliti
- Educational Support Teacher at Radio ECCA
- Degree in Psychology from La Laguna University
- Master's Degree in General Health Psychology from the University of La Rioja
- Specialist in Psychological Care in Emergencies at the Red Cross
- Specialist in Psychological Care in Correctional Institutions







## tech 52 | Certificate

This private qualification will allow you to obtain a diploma for the **Master's Degree in Neuropsychology and Education** 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 private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

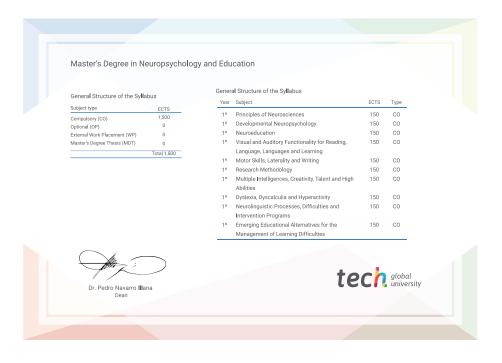
Title: Master's Degree in Neuropsychology and Education

Modality: online

Duration: 12 months.

Accreditation: 60 ECTS





<sup>\*</sup>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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# Master's Degree Neuropsychology and Education

- » Modality: Online
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- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

