

Postgraduate Diploma

Assessment of Learning Difficulties



Postgraduate Diploma Assessment of Learning Difficulties

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-assessment-learning-difficulties

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01

Introduction

The management of learning difficulties that manifest themselves primarily in cognitive processes such as language, often affect the instrumental areas of reading, writing and mathematics, and other curricular disciplines. This is a social problem that has yet to be solved. Therefore, it is important to carry out correct assessments of these learning difficulties that allow for more precise and effective treatments to be implemented.





“

Learning difficulties need correct assessments in order to be treated in a timely manner. Don't think twice and enroll with us”

Diversity is understood as the differences that students present in school learning, differences in terms of aptitudes, interests, motivations, abilities, maturation rates, learning styles, previous experiences and knowledge, social and cultural environments, etc. These aspects make up student typologies and profiles that should largely determine educational planning and action.

The perspective from the emerging educational paradigm must be inclusive and based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach aimed at the entire educational community. Teachers, at all educational stages, and related professionals in both the educational and socio-health fields need to know the characteristics of these students, know how to identify their needs and have the knowledge and tools to intervene at a personal, socio-familial and, above all, educational level.

This education responds to the demand of educational agents, focusing on early childhood, primary, secondary and post-compulsory education teachers. With this educational course, the teacher will acquire competencies to manage learning difficulties and diversity in the educational context, adjust the attention to diversity plans and the educational projects of the centers.

At the same time, social demands are greater and more numerous on education systems globally, in order to achieve democracy, equality and equity in schools; without segregation, discrimination due to differences and capable of accommodating everyone within the framework of recognition of diversity.

The design of the Postgraduate Diploma was developed by an academic committee composed of specialists with experience in the clinical, educational and social fields. These professionals bring their expertise to support the postgraduate education needs of teachers working in interdisciplinary and multidisciplinary teams, school management structures and specialized care. In this sense, they carried out a whole process of research and integration of criteria based on the objectives set for the academic program.

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

- ♦ Practical cases presented by experts in Learning Difficulties
- ♦ 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
- ♦ Latest developments on Assessment of Learning Difficulties
- ♦ Practical exercises where a self-assessment process is carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ 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



This 100% online Postgraduate Diploma is the perfect opportunity to learn the new techniques in Assessment of Learning Difficulties”

“

This Postgraduate Diploma will allow you to delve into the world of Learning Difficulties and diversity in school, while obtaining a qualification in Assessment of Learning Difficulties certified by TECH Global University"

Its teaching staff includes , a professionals from the field of vaccines in nursing, who bring the experience of their work to this training, as well as recognised specialists from leading scientific societies

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 program designed to train 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 throughout the program. To do so, the specialist will be assisted by an innovative interactive video system created by renowned and experienced experts in the Assessment of Learning Difficulties

We offer you the opportunity to study with a multitude of practical cases that will help you to specialize in Assessment of Learning Difficulties.

You can organize the sessions at your own study pace, choosing your own schedule and combining it with the rest of your daily commitments.



02

Objectives

This training is designed to train professionals in the field of Learning Difficulties through educational and technical knowledge, skills and values that promote the development of basic competencies in graduates. It will help them to address the problems in their professional context within the framework of educational inclusion demanded in today's societies worldwide.



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Our goal is to help you be the best in your profession. With us you will see how you advance in the care of your students”



General Objectives

- ♦ Increase theoretical-practical and didactic-methodological knowledge related to psychology, pedagogy and didactics in relation to students with LD in the context of diversity, with an innovative, creative and integral vision for school management
- ♦ Develop professional skills, abilities and competencies for the scientific management of the educational and comprehensive care of students with Learning Difficulties within the framework of a program with a high level of diversity



We are the biggest online university and we are committed to training you for success"





Specific Objectives

Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

- ♦ Determine the theoretical positions that support Psychology and Pedagogy as sciences
- ♦ Identify the essential relationships between psychological sciences and pedagogical sciences based on their convergent and divergent elements
- ♦ Recognize the challenges that exist in the development of psychology and pedagogy in the global school environment
- ♦ Categorize learning theories to facilitate theoretical understanding based on established assumptions
- ♦ Recognize the potential of education for integral formation from a developmental point of view

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- ♦ Gain in-depth knowledge of the clinical, psychological and pedagogical knowledge of school children with learning difficulties in the context of diversity
- ♦ Interpret the historical development of the field of learning disabilities, taking into account the different events that delimit its stages
- ♦ Explain the term learning disabilities from its historical controversies, its conceptual differentiation and the characterization of the schoolchild with this condition
- ♦ Compare the various classifications of learning difficulties from a current perspective
- ♦ Analyze the different theoretical approaches to learning disabilities and their relationship with care

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- ♦ Gain in-depth knowledge of the clinical, psychological and pedagogical knowledge of school children with learning difficulties in the context of diversity
- ♦ Understand the diagnostic procedures and pedagogical evaluation in the field of learning difficulties and the relationship between them
- ♦ Identify the different stages of diagnosis and evaluation, the variables to consider and the most pertinent techniques and evaluation instruments
- ♦ Apply evaluation techniques and instruments to schoolchildren with possible learning difficulties in reading, writing and mathematics
- ♦ Characterize the functioning of the evaluative committee and the role of each one of its members
- ♦ Communicate in a structured, descriptive and analytical way the results of the diagnostic and evaluation process with the aim of guiding the educational care of a schoolchild with learning difficulties

03

Course Management

The leading specialists in Learning Difficulties and Attention to Diversity have come together to create this Postgraduate Diploma which offers students a transdisciplinary education, allowing them to transfer learning between different areas.





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Study with the leading experts in Learning Assessment Difficulties. They have come together share their knowledge with you through this educational program”

Management



Dr. Moreno Abreu, Milagros Josefina

- PhD in Pedagogical Sciences
- Master's Degree in Health Education
- Diploma in Research Methodology
- Degree in Education With Major in Learning Difficulties
- Degree in Preschool Education
- Higher University Technician in Speech Therapy



04

Structure and Content

The structure of the program has been designed by a team specialized in Learning Assessment and Attention to Diversity who have united all their knowledge to offer the best study option on the market since it has the most up-to-date and rigorous content that can be found on this subject.





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This Postgraduate Diploma is the best educational option that you will be able to find, with the most up-to-date and rigorous content on the market”

Module 1. Theoretical and fundamentals in Attention to Diversity and Learning Difficulties in Children

- 1.1. Introduction
- 1.2. Philosophical, Sociological, Psychological and Pedagogical Bases of Attention to Diversity and Learning Difficulties in Children
 - 1.2.1. Basic Definitions
 - 1.2.1.1. Psychology and its Fundamentals
 - 1.2.1.2. Pedagogy and its Fundamentals
 - 1.2.1.3. Educational Process
 - 1.2.1.4. Teaching- Learning Process
 - 1.2.2. Contributions of Psychology to Pedagogy as a Science
 - 1.2.2.1. In the Theoretical Order
 - 1.2.2.2. In the Methodological Order
 - 1.2.2.3. In the Practical Order
 - 1.2.3. Influence of Educational Psychology in Learning Difficulties
 - 1.2.3.1. The Behavioral Perspective
 - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
 - 1.2.3.3. Affective Perspective
- 1.3. Psychopedagogy as a Science Facing the Challenges of Diversity Education and the Care of Children with Learning Difficulties
 - 1.3.1. Object of Study of Psychopedagogy
 - 1.3.2. Categorical System of Psychopedagogy
 - 1.3.3. Principles of Psychopedagogy
 - 1.3.4. Challenges of Psychopedagogy in the 21st Century
- 1.4. Psychopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
 - 1.4.1. Basic Definitions
 - 1.4.1.1. Personality and its Origins
 - 1.4.1.1.1. Biological Factor
 - 1.4.1.1.2. Innate Factor
 - 1.4.1.1.3. Hereditary Factor
 - 1.4.1.1.4. Genetic Factor
 - 1.4.1.2. Cognitive Development and its Theoretical-Practical Importance for Care of LD
 - 1.4.1.2.1. Organic Aspect
 - 1.4.1.2.2. Maturing Aspect
 - 1.4.1.2.3. Functional Aspect
 - 1.4.1.2.4. Social Aspect
 - 1.4.1.2.5. Educational Aspect
 - 1.4.1.3. Learning
 - 1.4.1.3.1. Approach to its Conceptualization
 - 1.4.1.3.2. Necessary Conditions for Learning
 - 1.4.2. Psychopedagogical Characteristics of the Primary Education Schoolchild
 - 1.4.2.1. 6-8 Years Old Child
 - 1.4.2.1.1. First Grade Child
 - 1.4.2.1.2. Second Grade Child
 - 1.4.2.2. 8-10 Years Old Child
 - 1.4.2.2.1. Third Grade Child
 - 1.4.2.2.2. Fourth Grade Child
 - 1.4.2.3. 10-12 Years Old Child
 - 1.4.2.3.1. Fifth Grade Child
 - 1.4.2.3.2. Sixth Grade Child
- 1.5. Learning as an Individual and Social Process
 - 1.5.1. Cognitive Strategies
 - 1.5.2. Learning Strategies
 - 1.5.3. Remembering Strategies
 - 1.5.4. Retention Strategies
 - 1.5.5. Evocation Strategies
 - 1.5.6. Problem Solving Strategies
- 1.6. The Teaching-Learning Process in Primary School
 - 1.6.1. Approach to its Definition
 - 1.6.1.1. Teaching- Learning Process
 - 1.6.1.2. Developmental Teaching- Learning Process
 - 1.6.2. Characteristics of the Developmental Teaching- Learning Process

- 1.6.3. Potentials of the Developmental Teaching-Learning Process
- 1.6.4. Cooperation, the Necessary Condition in the Teaching-Learning Process
 - 1.6.4.1. Cooperative Learning
 - 1.6.4.1.1. Definition
 - 1.6.4.1.2. Types of Cooperative Groups
 - 1.6.4.1.3. The Characteristics of Cooperative Learning
- 1.6.5. Forms of Participation in Cooperative Learning
 - 1.6.5.1. In the Classroom
 - 1.6.5.2. In Other Learning Spaces in the School
 - 1.6.5.3. In the Family
 - 1.6.5.4. In the Community
- 1.6.6. Structure of a Cooperative Learning Class
 - 1.6.6.1. Moment of Initiation
 - 1.6.6.2. Moment of Development
 - 1.6.6.3. Moment of Closing
- 1.6.7. Creation of Favorable Environments for Learning

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- 2.1. Introduction
- 2.2. A Historical View of Learning Difficulties
 - 2.2.1. Foundation Stage
 - 2.2.2. Transition Stage
 - 2.2.3. Consolidation Stage
 - 2.2.4. Current Stage
- 2.3. Critical Vision of Its Conceptualization
 - 2.3.1. Criteria Applied for Its Definition
 - 2.3.1.1. Exclusion Criteria
 - 2.3.1.2. Discrepancy Criteria
 - 2.3.1.3. Specificity Criteria
 - 2.3.2. Some Definitions and Their Regularities
 - 2.3.3. Between Heterogeneity and Differentiation

- 2.3.3.1. Schoolchild Problems
- 2.3.3.2. Low School Performance
- 2.3.3.3. Specific Learning Difficulties
- 2.3.4. Learning Disorders vs. Learning Difficulties
 - 2.3.4.1. Learning Disorders
 - 2.3.4.1.1. Definition
 - 2.3.4.1.2. Features
 - 2.3.4.2. Meeting Points Between the Disorder and Learning Difficulties that are Problematic for its Comprehension
 - 2.3.4.3. Difference Between Disorders and Learning Difficulties That Determine the Context of Application and Relevance
 - 2.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
 - 2.3.4.4.1. Definition of SEN
 - 2.3.4.4.2. SEN, Their Differences and Regularities With Learning Difficulties
- 2.4. Classification of Learning Difficulties
 - 2.4.1. International Classification Systems
 - 2.4.1.1. DCM-5
 - 2.4.1.2. CIE-10
 - 2.4.2. Classification of Learning Difficulties According to DCM-5
 - 2.4.3. Classification of Learning Difficulties According to CIE-10 (CIE-11 Currently Being Developed)
 - 2.4.4. Comparison of Classification Instruments
- 2.5. Mainly Theoretical Focus of Learning Difficulties
 - 2.5.1. Neurobiological or Organic Theories
 - 2.5.2. Theories of Cognitive Deficit Processes
 - 2.5.3. Psycholinguistic Theories
 - 2.5.4. Psychogenic Theories
 - 2.5.5. Environmentalist Theories
- 2.6. Causes of Learning Difficulties
 - 2.6.1. Personal or Intrinsic Factors
 - 2.6.1.1. Biological
 - 2.6.1.2. Psychogenic
 - 2.6.2. Contextual or Extrinsic Factors
 - 2.6.2.1. Environmental.

- 2.6.2.2. Institutional
- 2.7. Attention Models of Learning Difficulties
 - 2.7.1. Models Focused on the Medical-Clinical Aspects
 - 2.7.2. Models Focused on Cognitive Processes
 - 2.7.3. Models Focused on Observable Deficits
 - 2.7.3.1. Models Focused on the Curriculum
 - 2.7.4. Educational Model of Integral Education
- 2.8. Activities for the Integration of Knowledge and its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- 3.1. Introduction
- 3.2. Diagnosis and Its Distinctive Characteristics
 - 3.2.1. Definition
 - 3.2.2. Principles and Functions of the Diagnostic Process
 - 3.2.3. Characteristics of the Diagnosis
 - 3.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis
- 3.3. Particularities of the Evaluation Process
 - 3.3.1. Educational Evaluation
 - 3.3.2. Psychopedagogical Evaluation
- 3.4. Relationship Between Diagnosis and Evaluation
 - 3.4.1. Theoretical Controversy Between Both Concepts
 - 3.4.2. Complementary Nature of the Diagnostic and Evaluation Processes
- 3.5. The Diagnostic and Evaluation Process of Learning Difficulties
 - 3.5.1. Definitions
 - 3.5.1.1. Diagnosis and Its Particularities
 - 3.5.1.2. Assessment and Its Particularities
 - 3.5.2. Techniques and Instruments for Diagnosis and Evaluation
 - 3.5.2.1. From a Qualitative Focus
 - 3.5.2.2. Based on Standardized Tests





- 3.5.2.3. Integral Educational Evaluation Focus
- 3.6. The Evaluation Team and the Way It's Formed From an Interdisciplinary Perspective
 - 3.6.3. Potential of the Evaluation Team's Composition
 - 3.6.2. Particularities of the Evaluation Team According to the Way it Works
 - 3.6.3. Role of Each Member of the Team in the Diagnostic Process
- 3.7. The Psychopedagogical Report as an Instrument for Communication of Developmental Levels of Students with Learning Difficulties
 - 3.7.1. Dual Purpose of the Report
 - 3.7.1.1. In the Evaluation
 - 3.7.1.2. In the Care
 - 3.7.2. Essential Aspects Which Make Up Its Structure
 - 3.7.2.1. Personal Data
 - 3.7.2.2. Assessment Reason
 - 3.7.2.3. Information on the Development of the Child
 - 3.7.2.3.1. Personal Background
 - 3.7.2.3.2. Family Background
 - 3.7.2.3.3. Psychosocial Aspects
 - 3.7.2.3.4. School Aspects
 - 3.7.2.3.5. Techniques and Instruments of Applied Evaluation
 - 3.7.2.3.6. Analysis of the Results Obtained
 - 3.7.2.4. Conclusions
 - 3.7.2.5. Recommendations
 - 3.7.3. Particularities in the Way They Are Written
- 3.8. Activities for the Integration of Knowledge and its Practical Application
- 3.9. Recommending Readings
- 3.10. Bibliography

05

Methodology

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

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





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

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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.

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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



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 multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

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

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



06

Certificate

The Postgraduate Diploma in Assessment of Learning Difficulties guarantees you, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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

This program will allow you to obtain your **Postgraduate Diploma in Assessment of Learning Difficulties** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

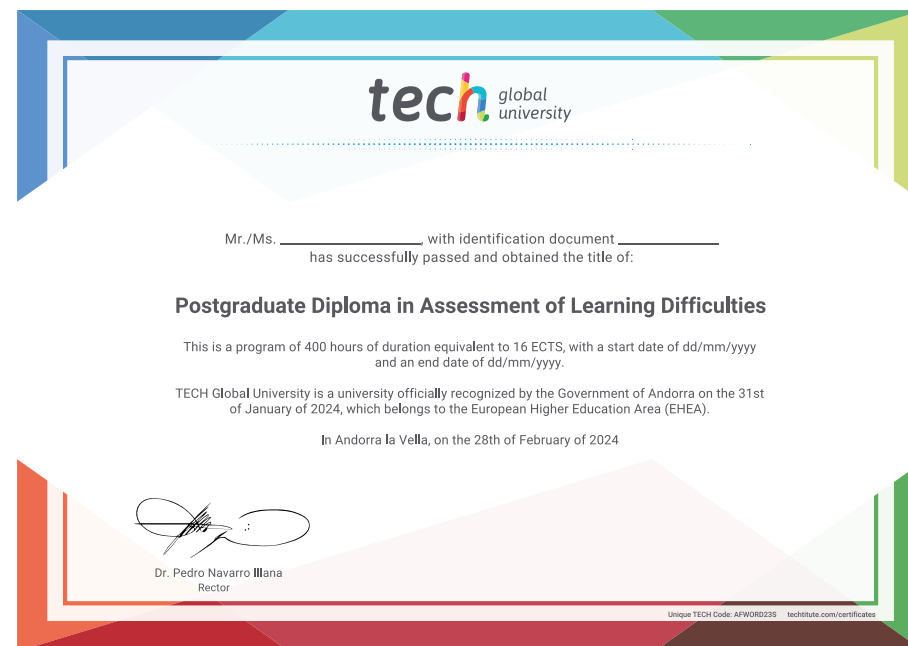
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Assessment of Learning Difficulties**

Modality: **online**

Duration: **6 months**

Accreditation: **16 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



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