

Postgraduate Diploma

Attention to Diversity in Primary Education





Postgraduate Diploma Attention to Diversity in Primary Education

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-attention-diversity-primary-education

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01

Introduction

The wide variety of students in schools has led to an increasing awareness of the special needs that many of them require. Therefore, offering personalized attention that focuses on the diversity of students is essential to provide successful and quality learning. In this way, TECH has developed this program that aims to specialize teachers in the approach to students with special needs, in order to facilitate the path of study. Thanks to the 100% online methodology of this program, students can access the contents at any time, adapting their personal and work life to their studies.





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Personalize your attention to students, adapt to their needs and be an essential part of their learning process with this TECH program"

The diversity that exists in today's classrooms forces teachers to increase their knowledge, acquiring the necessary skills to offer personalized attention to their students. Therefore, with this program, they will be able to improve their educational skills related to the approach to students with special needs.

In this way, it is necessary to understand that not all students have the same physical and intellectual conditions, so it is important that lessons are adapted to their needs. To this end, there are a multitude of resources adapted to the primary school stage, among which the use of new technologies stands out.

The main objective of this program is to specialize teachers to handle with ease and accuracy in the teaching of this educational stage. To this end, the order and distribution of the subjects and their topics is specially designed to allow students to decide their dedication and self-manage their time. Additionally, they will have at their disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and practical cases, where they will be able to evoke in an orderly way the knowledge and shape the decision-making that demonstrates their knowledge within the field of teaching.

This program is distinguished by the fact that it can be taken in a completely online format, which allows students to combine their personal and work obligations with their studies. Therefore, you will only need an Internet connection and an electronic device to study when and where you want.

This **Postgraduate Diploma in Attention to Diversity in Primary Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Case studies presented by experts in Special Needs Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Immerse yourself in the study of this complete Postgraduate Diploma, in which you will find everything you need to acquire a higher professional level and compete with the best"

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You will be able to access the contents from any fixed or portable device with an Internet connection, which will allow you to study from wherever you want, adapting your work and personal life to learning”

The program’s teaching staff includes professionals from the field 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 students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Access the didactic tools you need to approach students with functional diversity and offer them a successful and quality learning.

Become an expert teacher in Attention to Diversity in Primary Education with this 100% online program.



02

Objectives

The Postgraduate Diploma in Attention to Diversity in Primary Education offers the possibility of taking a step forward in the professional career of teachers who want to improve their educational skills with students who present functional or intellectual diversities. Therefore, throughout the 600 teaching hours that make up this exclusive program, the professional will delve into Special Educational Needs, delve into Inclusive Education and learn how to manage intolerance and xenophobia in the classroom. In this way, they will be able to design an adapted and inclusive learning by applying new technologies. A unique opportunity that allows the student to become an expert in the sector.



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Design, plan, deliver and evaluate teaching and learning processes adapted to students with diversity thanks to this Postgraduate Diploma"



General Objectives

- ♦ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ♦ Effectively address special needs students' learning situations
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of coexistence



Acquire the necessary skills to promote inclusive and intercultural schooling by applying different ICT"





Specific Objectives

Module 1. Learning Difficulties

- ♦ Provide students with an overview of the learning difficulties that can be found in the classroom
- ♦ Detect the different difficulties that students may present
- ♦ Distinguish the concepts, problems and learning difficulties
- ♦ Know the different learning styles and cognitive styles
- ♦ Prevent learning difficulties before they occur
- ♦ Intervene before the different learning problems

Module 2. Equality and Diversity in the Classroom

- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Detect possible factors of school failure
- ♦ Acquire the necessary tools to avoid school failure at school
- ♦ Pick up on the signs of possible bullying at school
- ♦ Develop tools to promote inclusive and intercultural schools
- ♦ Obtain the skills to work with different ICTs
- ♦ Identify the different disorders in schools
- ♦ Developing psychomotor functioning in primary education

Module 3. History, Current Situation and Future Prospects of Special Needs Education

- ♦ Learn more about the history of special needs education
- ♦ Learn about the evolution of the educational system and its current outlook

Module 4. Organization, Legislation, Resources and Financing of Special Needs Education

- ♦ Know the school organization based on special needs students
- ♦ Know the legislation that regulates special needs education

03

Structure and Content

The syllabus of this program has been designed taking into account the latest developments related to the Attention to Diversity in Primary Education in order to offer the most updated and complete contents of the market. Therefore, the student will acquire a broad perspective of Learning Difficulties in children, in addition to addressing this casuistry to provide personalized educational attention. A unique opportunity to grow professionally with the support of a highly prestigious teaching team.



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A curriculum designed by experts to offer a successful and quality learning"

Module 1. Learning Difficulties

- 1.1. Developmental psychology
 - 1.1.1. Physical or Motor Development
 - 1.1.2. Cognitive Development
 - 1.1.3. Language Development
 - 1.1.4. Emotional Development
- 1.2. Mathematical Learning
 - 1.2.1. Definition and Conceptualization of Learning Difficulties (LD)
 - 1.2.2. Memory and Learning Difficulties
- 1.3. Special Educational Needs and Inclusive Education
 - 1.3.1. The Inclusive School Movement Overcoming School Integration
 - 1.3.2. The Road to a School for All
 - 1.3.3. Promoting Inclusive Education in Early Childhood Education
- 1.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
 - 1.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
 - 1.4.2. Language Problems
 - 1.4.3. Speech and Articulation Disorders
- 1.5. Learning Difficulties Related to Reading and Writing
 - 1.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
 - 1.5.2. Characteristics of Dyslexia
 - 1.5.3. Reading Pathways and Types of Dyslexia
 - 1.5.4. Intervention Guidelines for Students with Dyslexia
 - 1.5.5. Other Learning Difficulties Related to Reading and Writing
- 1.6. Learning Difficulties Related to Mathematics
 - 1.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
 - 1.6.2. Etiology and Course of Difficulties in the Mathematical Field
 - 1.6.3. Types of Specific Mathematics Learning Disorders
 - 1.6.4. Characteristics of Specific Mathematics Learning Disorders
 - 1.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders





- 1.7. Intellectual Disability
 - 1.7.1. Intellectual Disability Conceptualization
 - 1.7.2. Detection of Intellectual Disability in the Classroom
 - 1.7.3. Special Educational Needs of Learners with Intellectual Disabilities
 - 1.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability
- 1.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
 - 1.8.1. Is High Ability an Educational Problem?
 - 1.8.2. The Concept of High-Capacity Students Is It Possible to Define?
 - 1.8.3. Identifying High-Capacity Students
 - 1.8.4. Intervention for High-Capacity Students
- 1.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
 - 1.9.1. Visual Impairment
 - 1.9.2. Developmental Characteristics of Infants with Visual Impairment
 - 1.9.3. Special Educational Needs of Visually Impaired Children
 - 1.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 1.9.5. Hearing Impairment
 - 1.9.6. Detection of Hearing Impaired Students in the Classroom
 - 1.9.7. Special Educational Needs of Hearing Impaired Children
 - 1.9.8. Intervention Guidelines in the Classroom for Hearing Impaired Students
- 1.10. Motor Coordination Difficulties or Dyspraxias
 - 1.10.1. Conceptualization of Motor Disability
 - 1.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
 - 1.10.3. Detection of Dyspraxias in the Classroom
 - 1.10.4. Classroom Intervention Guidelines for Students with Dyspraxias

Module 2. Equality and Diversity in the Classroom

- 2.1. Basic Concepts of Equality and Diversity
 - 2.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 2.1.2. Diversity as Something Positive and Essential to Life
 - 2.1.3. Relativism and Ethnocentrism
 - 2.1.4. Human Dignity and Human Rights
 - 2.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 2.1.6. Bibliographical References

- 2.2. Evolution from Special Needs Education to Inclusive Education in Pre-School Education
 - 2.2.1. Key Concepts from Special Education to Inclusive Education
 - 2.2.2. Inclusive School Conditions
 - 2.2.3. Promoting Inclusive Education in Early Childhood Education
- 2.3. Characteristics and Needs in Early Childhood
 - 2.3.1. Acquisition of Motor Skills
 - 2.3.2. Acquisition of Psychological Development
 - 2.3.3. Development of Subjectivation
- 2.4. Exclusion in Schools
 - 2.4.1. The Hidden Syllabus
 - 2.4.2. Intolerance and Xenophobia
 - 2.4.3. How to Detect Bullying in the Classroom?
 - 2.4.4. Bibliographical References
- 2.5. Main Factors of School Failure
 - 2.5.1. Stereotypes and Prejudices
 - 2.5.2. Self-fulfilling Prophecies, the Pygmalion Effect
 - 2.5.3. Other Factors Influencing School Failure
 - 2.5.4. Bibliographical References
- 2.6. Inclusive School and Interculturality
 - 2.6.1. The School as an Open Entity
 - 2.6.2. Dialogue
 - 2.6.3. Intercultural Education and Attention to Diversity
 - 2.6.4. What is Intercultural Schooling?
 - 2.6.5. Problems in the School Environment
 - 2.6.6. Performance
 - 2.6.7. Proposals on Interculturality to Work in the Classroom
 - 2.6.8. Bibliographical References
- 2.7. Digital Exclusion in the Digital Information Society
 - 2.7.1. Transformations in the Digital Information Society
 - 2.7.2. Access to Information
 - 2.7.3. Web 2.0: from Consumers to Creators
 - 2.7.4. Risks Associated with the Use of ICTs
 - 2.7.5. The Digital Divide: A New Type of Exclusion
 - 2.7.6. Education in the Face of Digital Exclusion
 - 2.7.7. Bibliographical References
- 2.8. The Inclusion of ICT in the Diverse School
 - 2.8.1. School Inclusion and Digital Inclusion
 - 2.8.2. Digital Inclusion at School, Advantages and Requirements
 - 2.8.3. Changes in the Conception of the Educational Process
 - 2.8.4. Transformations in Teacher and Student Roles
 - 2.8.5. ICT as an Element of Attention to Diversity
 - 2.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
 - 2.8.7. Bibliographical References
- 2.9. Active Learning Methodologies with ICTs
 - 2.9.1. Introduction and Objectives
 - 2.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 2.9.3. Active Methodologies for Effective ICT Learning
 - 2.9.4. Learning by Research
 - 2.9.5. Collaborative and Cooperative Learning
 - 2.9.6. Problem- and Project-Based Learning
 - 2.9.7. Flipped Classroom
 - 2.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 2.9.9. Bibliographical References
- 2.10. Collaborative Learning and Flipped Classroom
 - 2.10.1. Introduction and Objectives
 - 2.10.2. Definition of Collaborative Learning
 - 2.10.3. Differences with Cooperative Learning
 - 2.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 2.10.5. Definition of Flipped Classroom
 - 2.10.6. Didactic Actions for Programming Flipped Classroom
 - 2.10.7. Digital Tools to Create your Flipped Classroom
 - 2.10.8. Reversed Classroom Experiences
 - 2.10.9. Bibliographical References

Module 3. History, Current Situation and Future Outlook of Special Education

- 3.1. Background and First Experiences of Special Needs Education
 - 3.1.1. Historical Contextual Framework of Special Education
 - 3.1.2. First Educational Experiences with People with Hearing Impairment
 - 3.1.3. First Educational Experiences with Persons with Visual Impairment
 - 3.1.4. First Educational Experiences with Persons with Mental Impairment 7.1.5.
- 3.2. The Era of Institutionalization: The Transition from Medical to Pedagogical Care
 - 3.2.1. The Era of Institutions
 - 3.2.2. From Medical Care to Psycho-Pedagogical Care
- 3.3. The Era of Normalization and Consequent Social and School Integration
 - 3.3.1. Ideology of Normalization
 - 3.3.2. Principle of Educational Integration
 - 3.3.3. Warnock Report (1978)
 - 3.3.4. Characteristics of the NNE concept
 - 3.3.5. Historical Background
- 3.4. Special Education in Conventional Centers
 - 3.4.1. Special Needs Education and Conventional Centers
 - 3.4.2. Organization and Structure of the Conventional Center
- 3.5. Special Education in Specific Centers
 - 3.5.1. Organization and Structure of the Specific Center
- 3.6. Collaboration Between Conventional Services and Specific Services
 - 3.6.1. Resources Internal and External to the School
 - 3.6.2. Collaboration Between Conventional Services and Specific Services
 - 3.6.3. Educational Guidance Teams

- 3.7. Students with Special Educational Needs
 - 3.7.1. Students with Special Educational Needs
 - 3.7.2. Sensory Disabilities
 - 3.7.3. Psychic Disabilities
 - 3.7.4. Motor Impairment
 - 3.7.5. Intellectual Giftedness
 - 3.7.6. Language Disorders
- 3.8. School and Social Inclusion
 - 3.8.1. The Transition from Integration to Inclusion
 - 3.8.2. Critical Reflection of the Current Outlook
 - 3.8.3. New Realities
 - 3.8.4. New Paradigms
- 3.9. Family Involvement in Inclusive Education
 - 3.9.1. Family Roles
 - 3.9.2. Roles of The School
 - 3.9.3. Family-School Alliance

Module 4. Organization, Legislation, Resources and Financing of Special Needs Education

- 4.1. Organization, Legislation, Resources and Financing of Special Needs Education
 - 4.1.1. Causes of Diversity
 - 4.1.2. Schooling Alternatives for Student Care
 - 4.1.3. Factors Favoring Educational Integration
 - 4.1.4. Diversity Care Plan
 - 4.1.5. Detection and Evaluation of Special Educational Needs
 - 4.1.6. Organizational Measures for SEN Students Care
 - 4.1.7. Curricular Measures for SEN Students Care
 - 4.1.8. Tutorial action plan
- 4.2. Educational Integration and the Different Modalities of Schooling
 - 4.2.1. Theoretical Fundamentals of Integration
 - 4.2.2. Modalities of Schooling

- 4.3. Organization of Special Needs Education Schools
 - 4.3.1. General Objectives
 - 4.3.2. Conditions for Admission and Choice of School
 - 4.3.3. Ages and Student Grouping
 - 4.3.4. Governing Bodies
 - 4.3.5. Organizing the School Year
 - 4.3.6. Curriculum
 - 4.3.7. Methodology and Materials
 - 4.3.8. Promotion of the Student Body
 - 4.3.9. Educational and Vocational Guidance: Training-Employment Relationships
 - 4.3.10. Certification
 - 4.3.11. Private Education
- 4.4. Special Education Resource Centers
 - 4.4.1. Educational Resource Centers
 - 4.4.2. Objectives of the ERC
 - 4.4.3. Functions of the ERC
 - 4.4.4. Services that ERC Offer
 - 4.4.5. Organizational Structure of ERC
 - 4.4.6. Action Protocol for an ERC
- 4.5. Regulatory Milestones in Diversity Management
 - 4.5.1. Special and Specific Educational Needs
 - 4.5.2. A New Model of Special Needs Education
 - 4.5.3. The Term Special Educational Needs
 - 4.5.4. Students with Specific Educational Support Needs
- 4.6. Organization of Services Complementary to Educational Services
 - 4.6.1. The Need for Support Services
 - 4.6.2. Educational Inspection
 - 4.6.3. Guidance Services
 - 4.6.4. Counseling, Specialized Support and Resource Centers
 - 4.6.5. Teacher and Resource Centers



- 4.7. Some Resources Available for Special Educational Needs
 - 4.7.1. Accessibility
 - 4.7.2. Aspects of Accessibility in Education
 - 4.7.3. Material for the Visually Impaired Student
 - 4.7.4. Material for the Hearing Impaired Student
 - 4.7.5. Material for Students with Motor Disabilities
 - 4.7.6. Materials for Students with Developmental Disorders
- 4.8. Internet: Applications of Interest for Special Education
 - 4.8.1. Digital Divide and Digital Inclusion
 - 4.8.2. Accessibility and Information and Communication Technologies (ICT)
 - 4.8.3. Web Accessibility Initiative (WAI) Guidelines



*Advance your career
and become the Special
Education expert you want,
don't miss the opportunity"*

04

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.

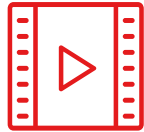
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

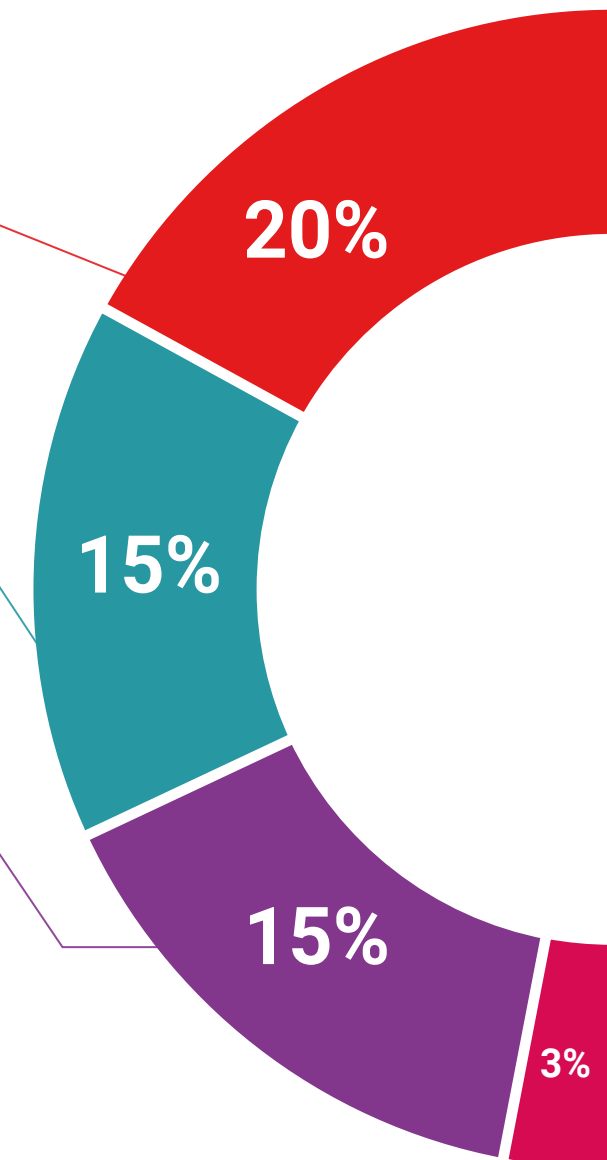
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

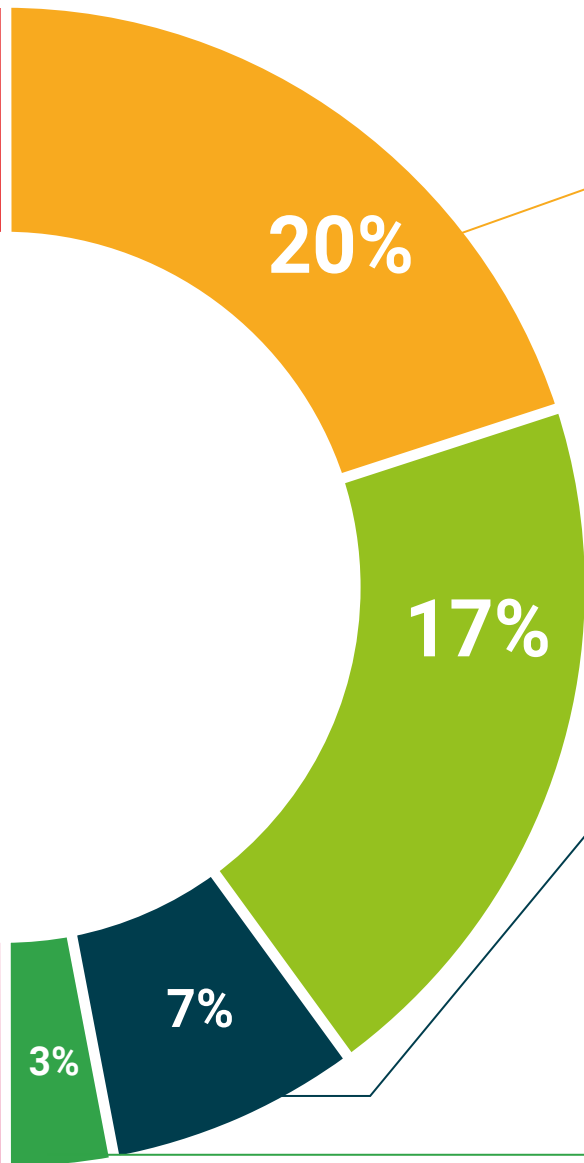
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.



05

Certificate

The Postgraduate Diploma in Attention to Diversity in Primary Education guarantees students, 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 Attention to Diversity in Primary 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.

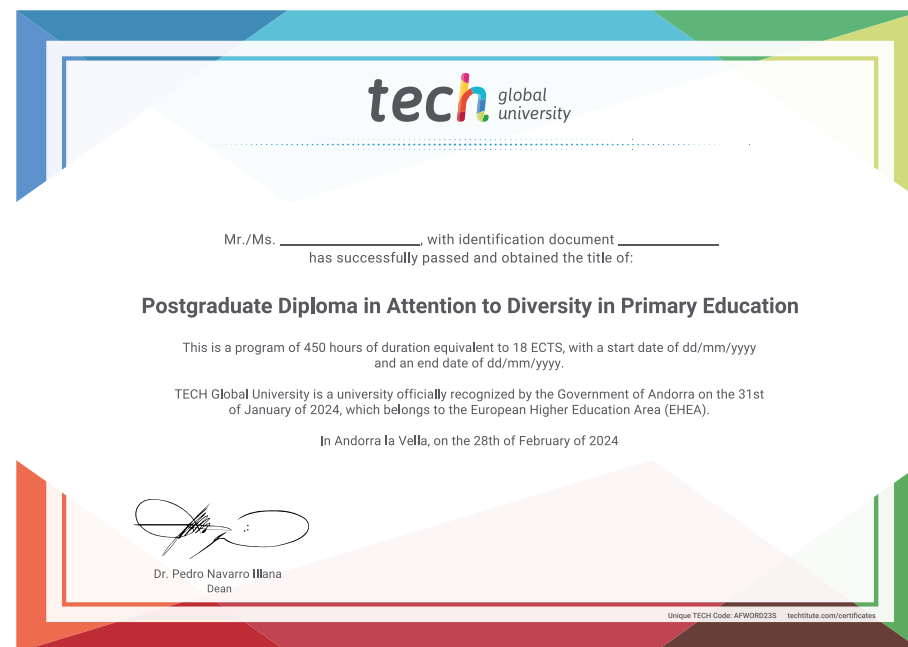
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Attention to Diversity in Primary Education**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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



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