Postgraduate Diploma

Intervention in Learning Difficulties

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Postgraduate Diploma

Intervention in Learning Difficulties

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **22 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-intervention-learning-difficulties

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01

Introduction

Teachers and other professionals involved in pedagogy are confronted with diverse groups in the classroom which include individuals who present different difficulties. Managing these difficulties is of vital importance to ensure that the students can progress in their learning. In this case, professionals will learn the main intervention techniques used in learning difficulties.

If you want to help your students overcome their learning difficulties, don't hesitate any longer and come specialize 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 training is the response to such a demand in continuous training for education professionals and is fundamentally aimed at kindergarten, elementary, 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 Intervention in Learning Difficulties** contains the most complete and up-to-date program on the market. The most important features include:

- Practical cases presented by experts in Intervention in Learning Difficulties
- The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Latest innovations in Intervention in Learning Difficulties
- Practical exercises where the self-assessment process can be 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 Intervention in Learning Difficulties"

We offer you the opportunity to train with a multitude of practical cases that will help you to specialize in Intervention in Learning Difficulties"

Our multimedia content will make it easier for you to access the information. You will be able to update your knowledge in an easy and practical way from any device with an internet connection.

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

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 training program designed to train in real situations.

This program is designed around Problem Based Learning, where the medical professional must try to solve the different professional practice situations that arise during the course. To do so, the specialist will be assisted by an innovative interactive video system created by renowned and experienced experts in Intervention in Learning Difficulties.

02

Objectives

This training is designed to train professionals in the field of Intervention in Learning Difficulties through educational-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.

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 competences for the scientific management of the comprehensive educational care of schoolchildren with learning difficulties within the framework of diversity with a high level of specialization

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. Fundamentals of the Management of Learning Difficulties

- Analyze the theoretical and methodological fundamentals of managing learning difficulties
- Characterize the processes that integrate the school management of learning difficulties in the context of diversity
- Link the processes of prevention, school organization and comprehensive educational attention based on their conceptualization and establishment of their relationships
- Value the role of psychological activity as an element of integration and consolidation of the theoretical and methodological foundations of the management of learning difficulties and attention to diversity
- Develop plans for prevention and comprehensive educational attention to learning difficulties in the areas of reading, writing, mathematics and school adaptation

03

Course Management

The main specialists in Intervention in Learning Difficulties have come together to create this Postgraduate Diploma which offers students a transdisciplinary education which allows them to transfer learning between different areas.

Study with the main experts in Intervention in Learning 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

Abc

04

Structure and Content

The structure of the program has been designed by a team specialized in Learning Difficulties and Attention to Diversity that has united all its 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.

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 Methodological 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. Pscyhopedagogical 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. Fundamentals of the Management of Learning Difficulties

2.1. Introduction
2.2. Prevention of Learning Difficulties
  2.2.1. Levels of Prevention
  2.2.2. Risk Factors
  2.2.3. Protective Factors
2.3. Psychopedagogical Intervention in LD
  2.3.1. Definition
  2.3.2. Principles
  2.3.3. Models of Psychopedagogical Intervention
2.4. Integral Educational Attention and Its Implications
  2.4.1. Conceptualization
  2.4.2. Strategic Planning
  2.4.3. Individualized Planning
  2.4.4. Integral Educational Planning
2.5. Psychopedagogical Intervention vs. Integral Educational Attention
  2.5.1. Theoretical Positions that Support Them
  2.5.2. Comparative Analysis: Points of Convergence and Divergence
  2.5.3. Relevance of Use in the Context of Diversity
2.6. Theoretical Considerations on School Management
  2.6.1. Definitions and Principles of School Management
  2.6.2. Management of Educational Institutions or Care Centers
    2.6.2.1. Definition and Characteristics of the Management Process
    2.6.2.2. Implications of Interdisciplinary Work in School Management
    2.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
    2.6.2.4. Networking
      2.6.2.4.1. Intrasectorial Articulation
      2.6.2.4.2. Intersectorial Articulation

2.6.3. The School Organization and its Impact on the Educational Process
2.6.3.1. Definition
2.6.3.2. Living Arrangements for Students with LD
2.6.3.3. The Teaching Timetable
2.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
2.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
2.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
2.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
2.6.4.3. Conditions of the Physical Environment
2.6.4.4. Conditions of the Psychological Environment
2.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
2.7. Attention to Diversity in the Inclusive Education Framework
2.7.1. Conceptualization
2.7.2. Theoretical-Methodological Fundamentals
2.7.2.1. Recognition and Respect of Individual Differences
2.7.2.2. Attention to Diversity as a Principle of Inclusive Education
2.7.3. Curricular Adaptations as a Path for the Attention to Diversity
2.7.3.1. Definition
2.7.3.2. Types of Curricular Adaptations
2.7.3.2.1. Adaptations in the Methodology
2.7.3.2.2. Adaptations in the Activities
2.7.3.2.3. Adaptations in the Materials and the Time
2.7.3.2.4. In the Functional Elements
2.8. Activities for the Integration of Knowledge and its Practical Application
2.9. Recommending Readings
2.10. Bibliography

05

Methodology

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

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

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

At TECH 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.

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:

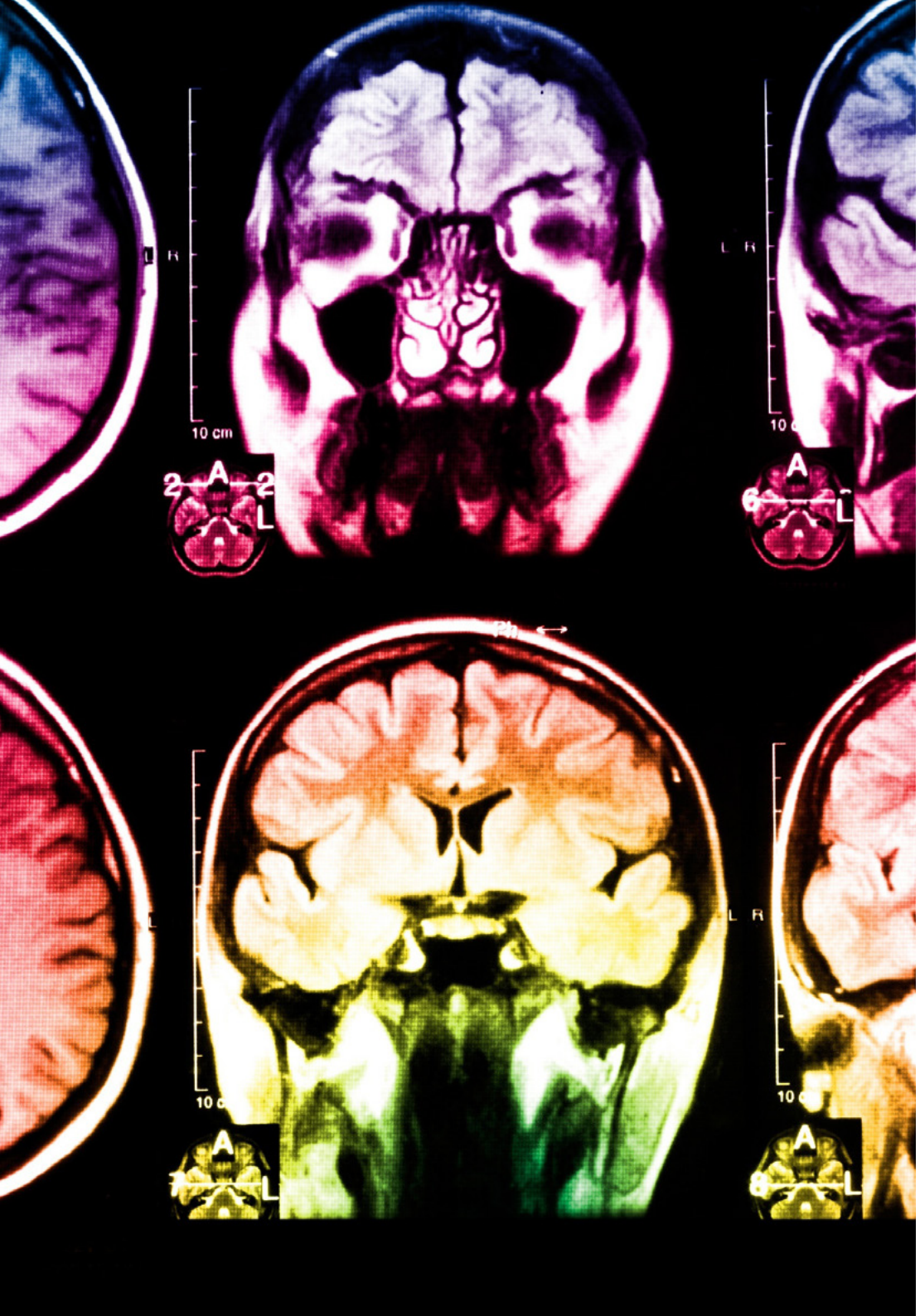
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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 Harvard 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.

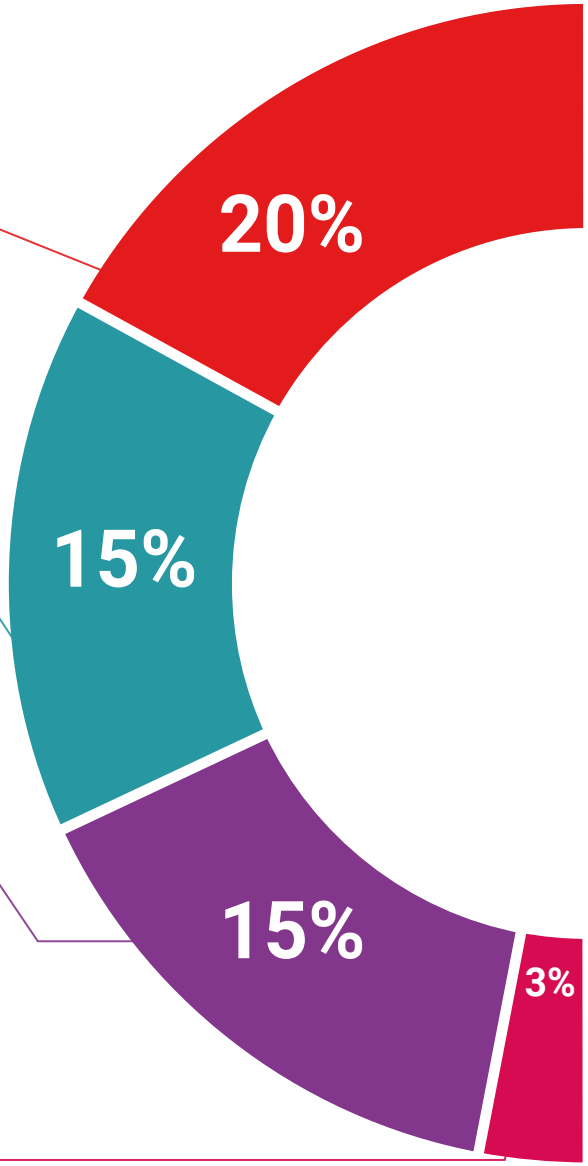
Interactive Summaries

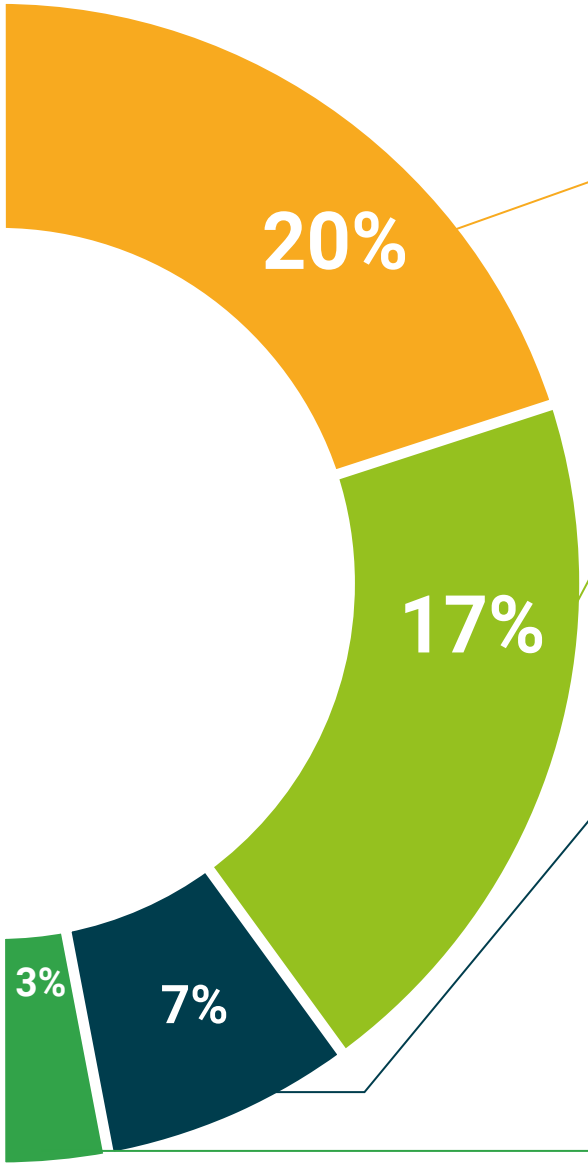
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their goals.

Classes

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

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

Quick Action Guides

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

06

Certificate

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

Successfully complete this program and receive your university degree without travel or cumbersome paperwork"

This program will allow you to obtain your **Postgraduate Diploma in Intervention in 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.

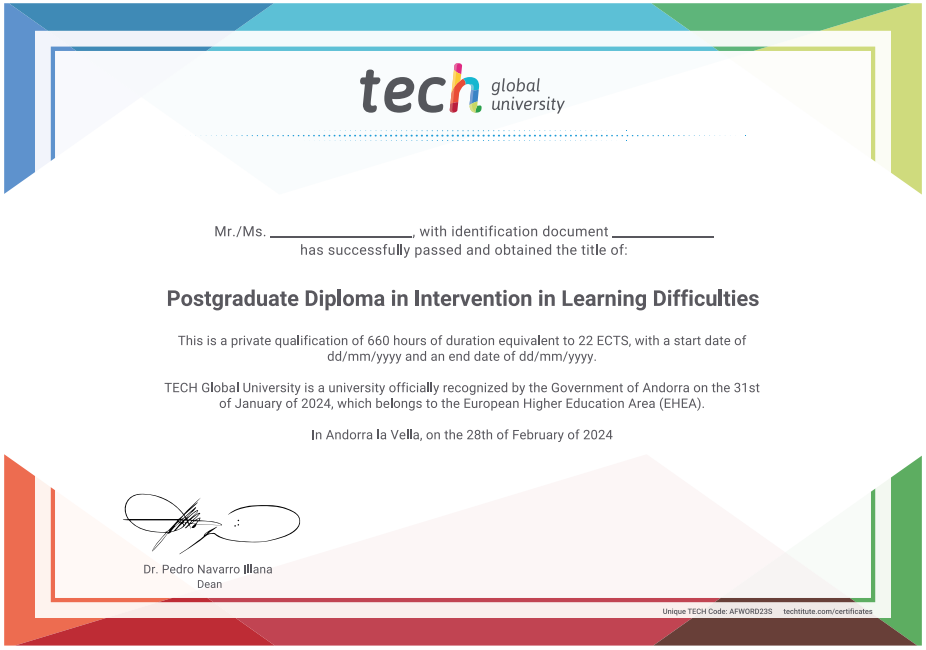
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 months**

Accreditation: **22 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Intervention in Learning Difficulties

This is a private qualification of 660 hours of duration equivalent to 22 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Diploma

Intervention in Learning Difficulties

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- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Intervention in Learning Difficulties

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