

Postgraduate Diploma Learning Difficulties in Literacy





Postgraduate Diploma Learning Difficulties in Literacy

- » Modality: Online
- » Duration: 6 months.
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

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

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 22

06

Certificate

p. 30

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. It is important that professionals specialize in each of these areas with training courses such as the one we offer, which will introduce teachers to the study of learning difficulties in reading and writing.





“

Learning difficulties in literacy must be addressed in time to enable the progress of those affected. 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 preparatory action, the teacher will acquire competencies to manage learning difficulties and diversity in the educational context, adjust the plans of attention to diversity and the educational projects of the centers.

At the same time, there is a growing social need for an educational system which promotes democracy, equality and equity; without segregation or discrimination due to differences and enables inclusion within a framework of diversity awareness.

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 Learning Difficulties in Literacy** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by experts in Learning Difficulties in Literacy
- ♦ 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 innovations in Learning Difficulties in Literacy
- ♦ 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 Learning Difficulties in Literacy”

“

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”

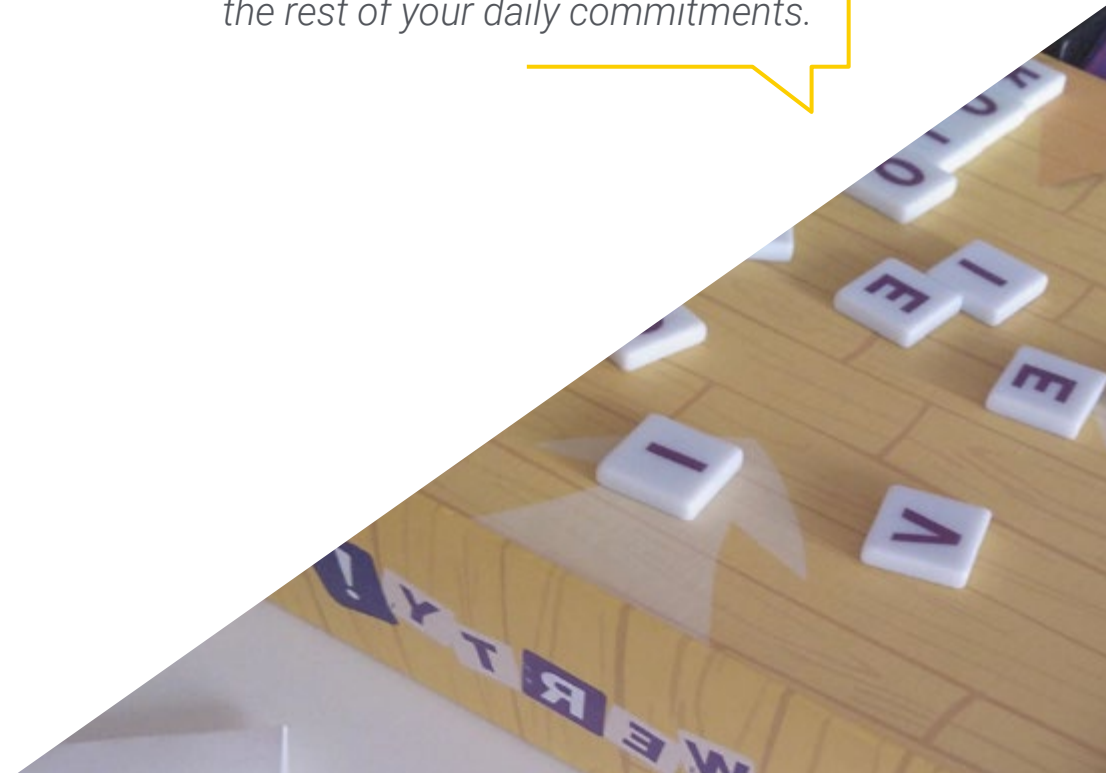
Its teaching staff includes , a professionals from the field of vaccines in nursing, who bring the experience of their work to this training, as well as recognized specialists from leading scientific societies.

Its multimedia content, developed with the latest educational technology, will enable the professional to contextual and situated learning, i.e. a simulated environment that will provide immersive learning immersive learning programmed to prepare 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 Learning Difficulties in Literacy.

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

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

specialization train professionals in the field of Learning Difficulties in Literacy 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.





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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 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



Specific Objectives

Module 1. Fundamentals of the Management of Learning Difficulties

- ♦ Analyze the theoretical and methodological fundamentals of managing learning difficulties
- ♦ Detail the processes that allow the management of learning difficulties within schools, 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 for learning difficulties in the areas of reading, writing, mathematics and school adaptation

Module 2. Language as a Determining Element in the Care of Learning Difficulties

- ♦ Understand the concepts of communication, linguistic, speech, language and their relationships
- ♦ Understand the link between the development of language and thinking based on their theoretical approaches and their implications in the teaching-learning process.
- ♦ Characterize the development of the language in its different components and alterations
- ♦ Explain language disorders and how they affect adaptation to school and learning difficulties associated with reading, writing and math
- ♦ Consider language disorders in the design and implementation of comprehensive educational care for learning difficulties

Module 3. Learning Difficulties in Reading and Their Impact on the Training of a Citizen in the Knowledge Society

- ♦ Analyze the processes involved in learning to read in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching reading and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of reading and prevention of reading difficulties incorporating the main educational agencies
- ♦ Identify reading learning difficulties through their characterization, diagnosis, evaluation and relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential

Module 4. Learning Difficulties in Writing as a Possibility of Lasting Communication

- ♦ Analyze the processes, stages and levels involved in constructing written language in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching writing and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of writing and prevention of its difficulties incorporating the main educational agencies

- ♦ Identify learning difficulties in producing written language through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties in written language based on their characteristics, motivation and their personal, family and contextual potential



A path to achieve education and professional growth that will propel you towards a greater level of competitiveness in the employment market"

03

Course Management

Leading specialists in Learning Difficulties and Attention to Diversity have come together to develop this program, which aims to provide students with transdisciplinary training, allowing the transfer of learning across different areas.





“

Learn with the main experts in Learning Difficulties in Literacy. They have come together to share their knowledge with you through this educational program”

Management



Dr. Moreno Abreu, Milagros Josefina


- ♦ Pedagogue specializing in Learning Difficulties
- ♦ Organizational Consultant, Los Sauces Medical and Surgical Unit
- ♦ Speech therapist. Private Practice
- ♦ Master's Degree in Health Education
- ♦ Diploma in Research Methodology
- ♦ Degree in Education with a specialization in Learning Difficulties and Preschool.
- ♦ PhD in Pedagogical Sciences
- ♦ Higher University Technician in Speech Therapy
- ♦ Graduate Professor: Research Methodology I, Design of measurement and evaluation instruments
- ♦ Graduate Professor. Academic Reading and Writing



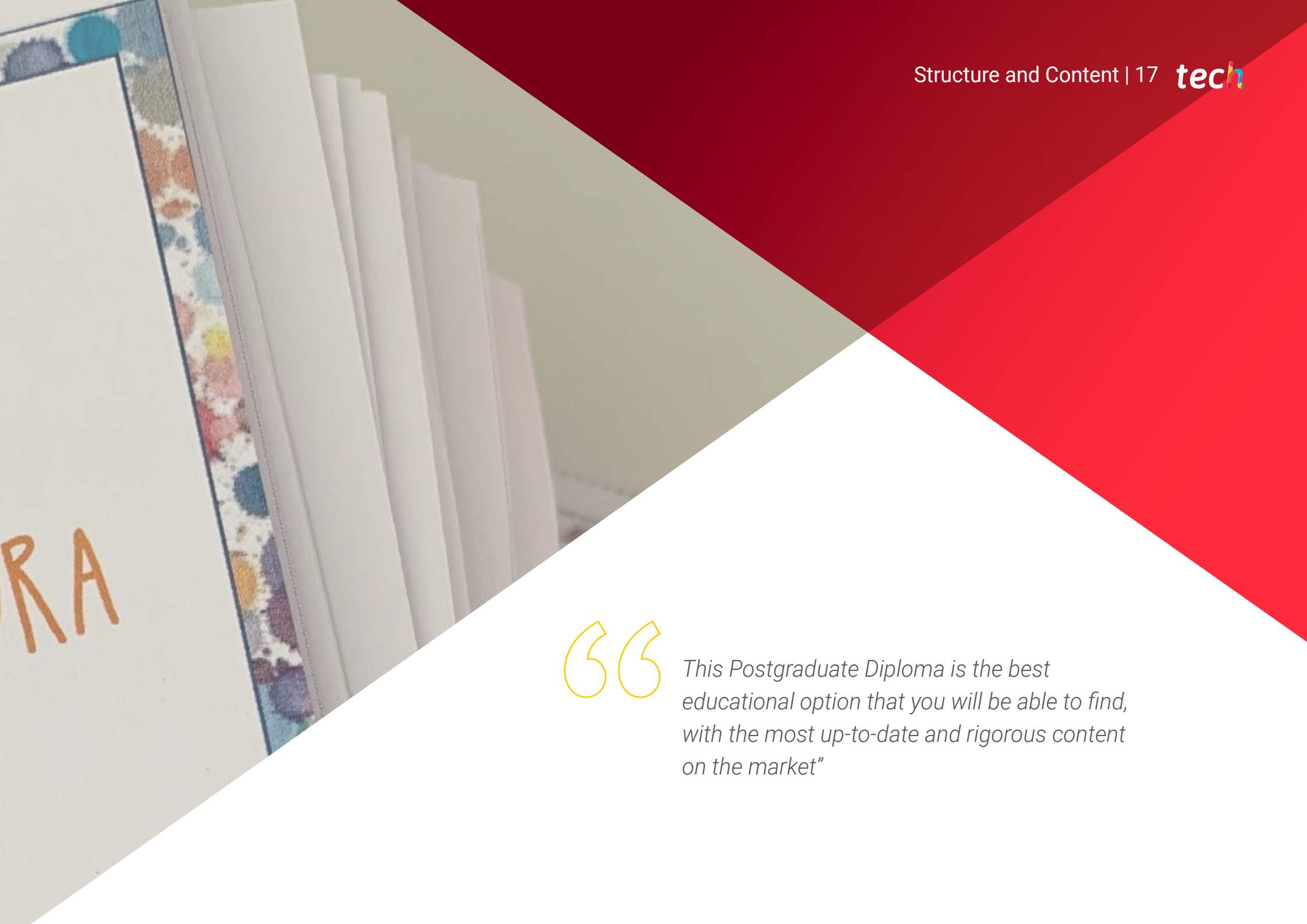
04

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.



PASAPORTE
AL MUNDO DE LA
LECTURA Y ESCRITURA



“

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. Fundamentals of the Management of Learning Difficulties

- 1.1. Introduction
- 1.2. Prevention of Learning Difficulties
 - 1.2.1. Levels of Prevention
 - 1.2.2. Risk Factors
 - 1.2.3. Protective Factors
- 1.3. Psychopedagogical Intervention in LD.
 - 1.3.1. Definition
 - 1.3.2. Principles
 - 1.3.3. Models of Psychopedagogical Intervention
- 1.4. Integral Educational Attention and Its Implications
 - 1.4.1. Conceptualization
 - 1.4.2. Strategic Planning
 - 1.4.3. Individualized Planning
 - 1.4.4. Integral Educational Planning
- 1.5. Psychopedagogical Intervention vs. Integral Educational Attention
 - 1.5.1. Theoretical Positions that Support Them
 - 1.5.2. Comparative Analysis: Points of Convergence and Divergence
 - 1.5.3. Relevance of Use in the Context of Diversity
- 1.6. Theoretical Considerations on School Management
 - 1.6.1. Definitions and Principles of School Management
 - 1.6.2. Management of Educational Institutions or Care Centers
 - 1.6.2.1. Definition and Characteristics of the Management Process
 - 1.6.2.2. Implications of Interdisciplinary Work in School Management
 - 1.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
 - 1.6.2.4. Networking
 - 1.6.2.4.1. Intrasectorial Articulation
 - 1.6.2.4.2. Intersectorial Articulation
 - 1.6.3. The School Organization and its Impact on the Educational Process
 - 1.6.3.1. Definition
 - 1.6.3.2. Living Arrangements for Students with LD
 - 1.6.3.3. The Teaching Timetable
 - 1.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
 - 1.6.4. Teaching Activity as a Transcendental Element in the Process Of Teaching-Learning
 - 1.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
 - 1.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
 - 1.6.4.3. Conditions of the Physical Environment
 - 1.6.4.4. Conditions of the Psychological Environment
 - 1.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
- 1.7. Attention to Diversity in the Inclusive Education Framework
 - 1.7.1. Conceptualization
 - 1.7.2. Theoretical-Methodological Fundamentals
 - 1.7.2.1. Recognition and Respect of Individual Differences
 - 1.7.2.2. Attention to Diversity as a Principle of Inclusive Education
 - 1.7.3. Curricular Adaptations as a Path for the Attention to Diversity
 - 1.7.3.1. Definition
 - 1.7.3.2. Types of Curricular Adaptations
 - 1.7.3.2.1. Adaptations in the Methodology
 - 1.7.3.2.2. Adaptations in the Activities
 - 1.7.3.2.3. Adaptations in the Materials and the Time
 - 1.7.3.2.4. In the Functional Elements
- 1.8. Activities for the Integration of Knowledge and its Practical Application
- 1.9. Recommending Readings
- 1.10. Bibliography

Module 2. Language as a Determining Element in the Care of Learning Difficulties

- 2.1. Introduction
- 2.2. Thought and Language: Their Relationships
 - 2.2.1. Theories Explaining its Development
 - 2.2.2. Interdependence Between Thought and Language
 - 2.2.3. The place of Language in Learning
- 2.3. Relationship of Language With Learning Difficulties
 - 2.3.1. Communication, Language, Speech and Language
 - 2.3.2. General Aspects of Language Development
 - 2.3.3. Language Impairment Prevention
- 2.4. Delayed Language Development and its Implications for Learning Difficulties
 - 2.4.1. Conceptualization of Language Development Delay and its Characterization.
 - 2.4.2. Causes of Delayed Language Development
 - 2.4.3. Importance of Early Identification and Care at School
 - 2.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 2.5. Most Common Language Disorders in Students
 - 2.5.1. Concepts and Delimitations
 - 2.5.2. Speech Disorders. Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
 - 2.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
- 2.6. Language Evaluation
 - 2.6.1. Assessment Tools
 - 2.6.2. Components to be Evaluated
 - 2.6.3. Evaluation Report
- 2.7. Attention to Language Disorders in Educational Institutions
 - 2.7.1. Language Disorders
 - 2.7.2. Speech Disorders
- 2.8. Activities for the Integration of Knowledge and its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography



Module 3. Learning Difficulties in Reading and Their Impact on the Training of a Citizen in the Knowledge Society

- 3.1. Introduction
- 3.2. Reading and its Processes
 - 3.2.1. Definition
 - 3.2.2. Lexical Process: The Lexical Route and Phonological Route
 - 3.2.3. Syntax Route
 - 3.2.4. Semantic Route
- 3.3. The Teaching/ Learning Process of Reading for Life
 - 3.3.1. Conditions or Requirements for Learning to Read
 - 3.3.2. Methods for Teaching Reading
 - 3.3.3. Strategies That Favor the Process of Learning to Read
- 3.4. Prevention of Reading Learning Difficulties
 - 3.4.1. Protective Factors
 - 3.4.2. Risk Factors
 - 3.4.3. Strategies for Promoting Reading
 - 3.4.4. Importance of the Main Educational Agencies in the Promotion of Reading
- 3.5. Reading and its Learning Difficulties
 - 3.5.1. Characterization of Reading Learning Difficulties
 - 3.5.2. Dyslexia as a Specific Learning Difficulty
 - 3.5.3. Main Difficulties in Reading Comprehension
- 3.6. Diagnosis and Evaluation of Reading Learning Difficulties
 - 3.6.1. Diagnostic Characterization
 - 3.6.2. Standardized Tests
 - 3.6.3. Non-Standardized Tests
 - 3.6.4. Other Evaluation Instruments
- 3.7. Attention of Reading Learning Difficulties
 - 3.7.1. Lexical Awareness
 - 3.7.2. Phonological Conscience
 - 3.7.3. Cognitive and Metacognitive Strategies to Favor Reading Comprehension
- 3.8. Activities for the Integration of Knowledge and its Practical Application
- 3.9. Recommending Readings
- 3.10. Bibliography



Module 4. Learning Difficulties in Writing as a Possibility of Lasting Communication

- 4.1. Introduction
- 4.2. Construction and Written Language Process
 - 4.2.1. Stages in Development of Writing
 - 4.2.2. Written Language Construction Levels
 - 4.2.3. Strategies to Favor the Transition Between Construction Levels
 - 4.2.4. Methods for Teaching Written Language
 - 4.2.5. Written Language Production Models
 - 4.2.5.1. Text Types
- 4.3. Cognitive Processes Involved in Writing
 - 4.3.1. Planning
 - 4.3.2. Production
 - 4.3.3. Review
- 4.4. Prevention of Writing Learning Difficulties
 - 4.4.1. Protective Factors
 - 4.4.2. Risk Factors
 - 4.4.3. Strategies for the Promotion of Written Language Production
 - 4.4.4. Importance of the Main Educational Agencies in the Promotion of Writing
- 4.5. Writing and its Learning Difficulties
 - 4.5.1. Errors in the Construction of the Written Language
 - 4.5.2. Specific Errors in the Construction of Written Language
 - 4.5.3. Characterization of the Difficulties of Written Language Production
 - 4.5.4. Dysgraphia as a Specific Learning Difficulty in Writing
- 4.6. Diagnosis and Evaluation of Learning Difficulties in Writing
 - 4.6.1. State of the Cognitive Processes Involved
 - 4.6.2. Prediction Indicators of Learning Difficulties in Writing
 - 4.6.3. What to Assess From the Second Grade Onwards in Texts Written by Children?

- 4.7. Care for Learning Difficulties in Writing
 - 4.7.1. Strategies to Promote the Automation of Writing Movements
 - 4.7.2. Strategies to Favor the Planning of a Text
 - 4.7.3. Strategies to Favor the Production of a Written Text
 - 4.7.4. Strategies to Favor the Review of a Written Text
- 4.8. Activities for the Integration of Knowledge and its Practical Application
- 4.9. Recommending Readings
- 4.10. Bibliography



Access key training that will help you advance your career"

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 Learning Difficulties in Literacy 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 Learning Difficulties in Literacy** 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.

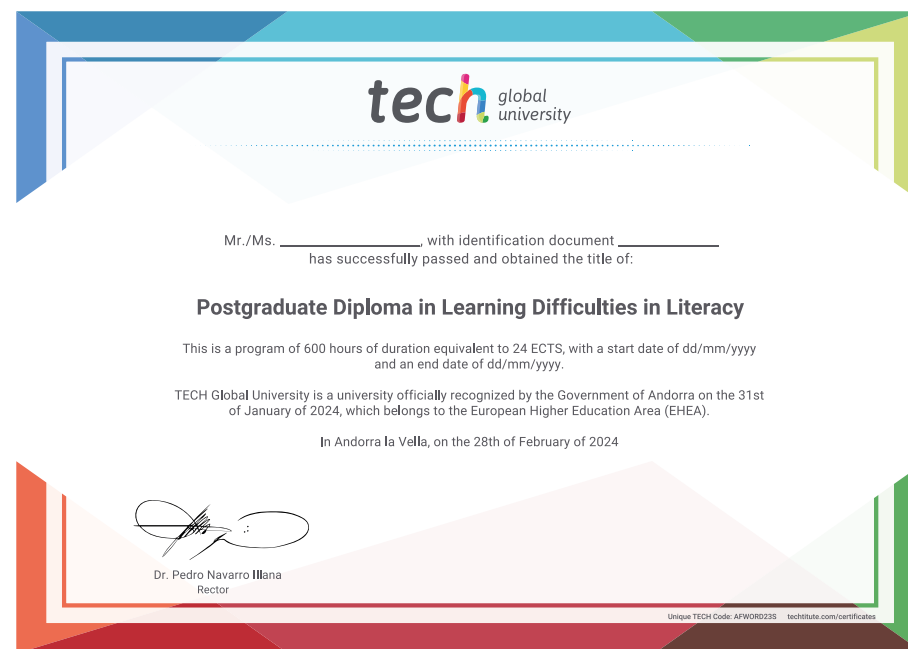
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



Postgraduate Diploma
Learning Difficulties
in Literacy

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Postgraduate Diploma

Learning Difficulties in Literacy



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