Professional Master's Degree
Educational Psychopedagogy

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Professional Master's Degree
Educational Psychopedagogy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/professional-master-degree/master-educational-psychopedagogy

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01

Introduction

The figure of the Educational Psychologist is already one of the key elements in the quality approach of any Educational Center. Their work becomes the axis around which many school developments revolve, especially in the case of intervention in conflict resolution, attention to diversity, promotion of gender equality, respect and racial integration or professional orientation, among many other areas. A constant evolving area that requires professionals to constantly and completely update their knowledge with courses like the one we propose in this Professional Master's Degree.

The work of the Educational Psychologist has gained strength, gaining traction in educational institutions. Get up to date with the most developed knowledge in this area and don't be left behind"

Psychopedagogy has reached, by its own merits, a place of recognition in the current scientific panorama. The knowledge of this discipline has become the subject of articles, monographs, and publications at international level that have shaped a panorama of great interest for the professional. These developments have led to advances in techniques, disciplines and modes of observation and intervention that make it essential for professionals to continually update their knowledge and skills.

This increasingly broad qualification is of inestimable value in the Educational Center. The diversity of the student body, the new social circumstances, the new educational challenges, the vertiginous evolution of cultural contexts, and many other challenges, require the greatest skills from the professionals of Educational Psychopedagogy.

From the intervention point of view, mediation with families has also become increasingly important. The incursion of new technologies in social, school or family life; sexual diversity in the classroom; functional diversity or any of the new paradigms are not static, but evolve at all times and require a competent view that supports, guides and serves as a reference and, in turn, has adequate professional support.

A complete panorama of intense challenges that we try to help you face in this complete training, through the most complete human and technological means, that will allow you to advance in a confident, comfortable and efficient way.

This **Professional Master's Degree in Educational Psychopedagogy** contains the most complete and up-to-date program on the market. The most important features include:

- Practical cases presented by Psychopedagogy experts
- Graphic, schematic, and eminently practical content with which they are conceived
- New developments on Educational Psychopedagogy
- Practical exercises where the self-evaluation 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
- Evidence-based methodologies in Educational Psychopedagogy
- 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

Prepare yourself for the challenges of a constantly evolving area of work and give your CV an unstoppable boost towards competitiveness"

The most advanced forms of Intervention and resources for psychological support and guidance, in a Professional Master's Degree created especially for professionals in the school environment"

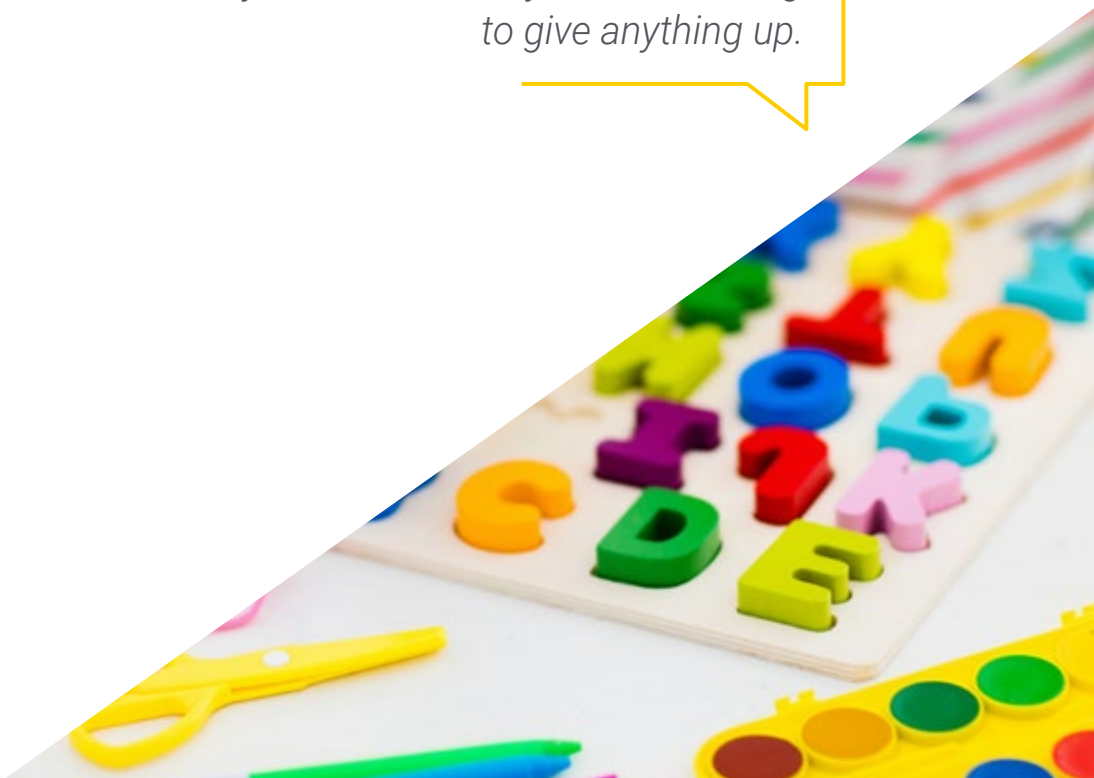
A quality Professional Master's Degree, created by experts in the field, who will put their professional and teaching experience at your service to accompany you throughout your preparation.

A program created to allow you to combine your studies with other commitments, smoothly and comfortably, without having to give anything up.

The teaching staff of the Professional Master's Degree in Educational Psychopedagogy is made up of professionals in the sector, who contribute their knowledge and experience to this program in order to produce quality content, as well as recognized specialists belonging to reference societies and prestigious universities.

The multimedia content has been elaborated with the latest educational technology, which will provide the professional with situated and contextual learning, through which the student will be able to study in a simulated environment in which they will be able to study in real situations.

The design of this program is based on Problem-Based Learning, so that the professional will have to try to solve the different situations of professional practice that arise throughout the course. To do so, they will have the help of an Innovative interactive video system created by recognized and experienced experts in the field of Educational Psychopedagogy.



02

Objectives

The main objective of this program is to offer you a high-quality complement to your studying. Through the development of a very complete program, we will accompany you in the acquisition of the necessary skills and competencies to be able to face the challenges that psychopedagogy professionals face when carrying out their work. We will also encourage you in your personal growth through a syllabus created to encourage your intellectual development.

This Professional Master's Degree will provide you with real challenges that will allow you to gain contextual learning, learning in a practical way with the best study methods currently available"

General Objectives

- Acquire new competencies and skills in the area of Psychopedagogy
- Get up to date in the field of Psychopedagogy in the school area
- Develop the capacity to face new situations in the school context
- Encourage interest in the constant updating of professionals
- Know the different intervention options
- Learn new ways of dealing with Special Educational Needs
- Achieve an efficient framework for evaluation, diagnosis, and guidance
- Be able to research and innovate in order to respond to new demands

Acquire the essential knowledge to be the manager of a high quality psychopedagogical intervention in the school area"

Specific Objectives

Module 1. Psychological Theories and Stages of Evolutionary Development

- Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- Describe the characteristics and contributions of the different theoretical models of developmental psychology

Module 2. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- Describe the characteristics and contributions of the different theoretical models of developmental psychology
- Manage the main theories that explain human development Students will know the most relevant theoretical positions that explain the changes from birth to adolescence
- Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 3. Measurement, Research, and Educational Innovation

- Investigate and innovate in counselling techniques to respond to the new demands of society
- Recognize quantitative and qualitative research designs in research planning
- Apply measurement and evaluation techniques and instruments, as well as tools for information analysis in psychopedagogical processes

Module 4. Psychoeducational Attention to Special Educational Needs in the School Context

- Learn to develop teaching-learning processes in the educational, family, and social environment
- Develop particular therapies that attend to the circumstances of each child
- Identify assessment and diagnostic techniques and instruments with which to prepare the most appropriate therapies
- Apply different models of intervention in psychopedagogical orientation, according to the needs of each student

Module 5. The Role of the Family and the Community in Inclusive Schooling

- Define the types of families that exist
- Apply techniques and strategies for intervention with the diversity of families
- Explain how to work with these families from the inclusive school
- Give guidelines to get families actively involved in the educational process of their children
- Analyze the role of society in the inclusive school
- Describe the role of families in learning communities
- Develop in students the capacity to elaborate their own methodology and work system

Module 6. Curricular Materials and Educational Technology

- Learn about the new role of the 2.0 counselor
- Study the possibilities of the internet as a support for the educational field
- Learn ICTs in the environment of attention to diversity

Module 7. Early Intervention

- Support and reinforce childhood care for people with biological, psychological, or social risks
- Master the basic concepts and tools that will allow early intervention, both to prevent and to face the biopsychosocial risks that affect childhood
- Gain knowledge of cognitive, linguistic, socio-affective, and socially at-risk children's development
- Recognize the different intervention models and types of programs, as well as their evolution

Module 8. Health Education and Psychopedagogy in Hospitals

- Reflect on the concept of health and its socio-political implications
- Know the role of the educator as a mediator in health education
- Define the concept of health education and health promotion and prevention
- Understand health from the ecology of human development
- Diagnose, plan, implement, and evaluate health education
- Intervene in hospital and/or home settings
- Understand, evaluate, intervene, and improve individual, family, and collective resilience

Module 9. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

- Recognize the different family models in order to create specific dynamics to promote the well-being of all family members
- Value psychopedagogical and socio-educational intervention as a necessary tool in situations of psychosocial risk for families
- Discover the necessity of the Intervention of the psychopedagogic psychologist to favor the relationship between the family and the school

Module 10. Adaptation to Multiple Intelligence Situations

- Recognize the different types of intelligence
- Learn the evolutionary processes of intelligence development
- Study the concepts of intelligence and learning in psychoeducational intervention environments

Module 11. Technological Innovation in Education

- Learn about the latest technological advances applicable to education
- Learn how to implement new technology in the curricular development of students with SEN

03

Skills

Through the developments of this complete training, you will be able to renew and complete your competencies in the area of Educational Psychopedagogy, incorporating new international perspectives and forms of intervention in a progressive but fast way. A way of learning that will allow you to apply everything integrated from the course to your work almost immediately.

Become a professional capable of bringing quality in the field of psycho-pedagogy to any educational center"

General Skills

- Be able to maintain a reflective and critical behavior in the face of social and psychopedagogical reality, and to favor changes and innovations that lead to improve the quality of individual and social life
- Master the psychopedagogical skills and abilities necessary to promote learning and coexistence in the classroom and other environments, through cooperation strategies
- Apply theoretical knowledge and scientific advances in psychopedagogy to professional practice and research
- BORRAR

Specific Skills

- Be able to explain and develop the fundamentals of the different evolutionary stages of human development
- Be able to make a diagnosis directed to the intervention with patients in the social and labor area of Educational Psychopedagogy
- Develop an appropriate approach to each circumstance
- Be able to adequately plan psychopedagogical research
- Use the qualitative and quantitative means of measurement concerning interventions and developments
- Incorporate existing measurement and evaluation instruments into the work tools
- Develop teaching-learning processes in the educational, family, and social environment
- Implement personalized therapies using the techniques and instruments of evaluation and diagnosis with which the professional can prepare the most appropriate therapies
- Know how to intervene with all types of families in the educational environment
- Apply information techniques with students with SEN
- Take advantage of all available technologies in educational intervention
- Carry out an early detection and intervention plan
- Psychopedagogical counselling for families in psychosocial risk situations
- Apply the dynamics of family intervention in psychosocial risk situations
- Intervene between family and school in a proactive and dynamic way
- Know how to intervene in the elderly in a useful and efficient way
- Know and apply all the existing services for the elderly
- Perform a comprehensive assessment in aging
- Know how to determine the type of intelligence with which one is working and to act proportionally
- Develop intervention and development techniques
- Incorporate the latest technological advances applicable to education into the work method
- Turn new technology into a daily resource, applied to the curricular development of students with SEN

You will learn to assess and diagnose the socio-educational needs of your students, giving an adequate response and proposing intervention strategies"

04

Course Management

For our Professional Master's Degree to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

An impressive teaching staff, made up of Professionals from different areas of expertise, will be your teachers during your training: a unique opportunity not to be missed"

Management

Mr. Alfonso Suárez, Álvaro

- Degree in Psychopedagogy
- Degree in Educational Psychopedagogy from the University of Laguna
- Teacher of Educational Reinforcement for Students with Specific Educational Needs
- Technician in Social and Health Care for Dependent People in Social Institutions
- Social Integration Technician: Design, Development, and Evaluation of Social Integration Interventions for people with Severe Mental Illnesses

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities. Structured in specific learning units, it will allow you to prepare yourself in a gradual and sustained way without losing motivation during the process.

An educational program carefully developed to offer you a program, proven to be effective"

Module 1. Psychological Theories and Stages of Evolutionary Development

1.1. Main Authors and Psychological Theories of Childhood Development
- 1.1.1. Psychoanalytic Theory of Child Development by S. Freud
- 1.1.2. E. Erikson's Theory of Psychosocial Development
- 1.1.3. Jean Piaget's Theory of Cognitive Development
  - 1.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
  - 1.1.3.2. Stages of Cognitive Development
  - 1.1.3.3. Sensorimotor Stage (0-2 years)
  - 1.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 years)
  - 1.1.3.5. Stage of Concrete Operations (7-11 years old)
  - 1.1.3.6. Formal Operations Stage (11-12 years and older)
- 1.1.4. Lev Vygotsky's Sociocultural Theory
  - 1.1.4.1. How do we Learn?
  - 1.1.4.2. Higher Psychological Functions
  - 1.1.4.3. Language: A Mediating Tool
  - 1.1.4.4. Proximal Development Zone
  - 1.1.4.5. Development and Social Context

1.2. Introduction to Early Intervention
- 1.2.1. History of Early Intervention
- 1.2.2. Definition of Early Intervention
  - 1.2.2.1. Levels of Intervention in Early Intervention
  - 1.2.2.2. Main Fields of Action
- 1.2.3. What is a CCDEA
  - 1.2.3.1. Concept of CCDEA
  - 1.2.3.2. Functioning of a CCDEA
  - 1.2.3.3. Professionals and Areas of Intervention

1.3. Developmental Aspects of Development 0-3 years
- 1.3.1. Development from 0-3 years of age
  - 1.3.1.1. Introduction
  - 1.3.1.2. Motor Development
  - 1.3.1.3. Cognitive Development
  - 1.3.1.4. Language Development
  - 1.3.1.5. Social Development

1.4. Developmental Aspects of Development 3-6 years
- 1.4.1. Development from 3-6 years of age
  - 1.4.1.1. Introduction
  - 1.4.1.2. Motor Development
  - 1.4.1.3. Cognitive Development
  - 1.4.1.4. Language Development
  - 1.4.1.5. Social Development

1.5. Milestones of Alarm in Child Development
- 1.5.1. Warning Signs at Different Stages of Development

1.6. Cognitive and Socio-affective Development from 7 to 11 years of age
- 1.6.1. Development from 7-11 years of age
  - 1.6.1.1. Introduction
  - 1.6.1.2. Motor Development
  - 1.6.1.3. Cognitive Development
  - 1.6.1.4. Language Development
  - 1.6.1.5. Social Development

1.7. Cognitive Development during Adolescence and early Adulthood
- 1.7.1. Development in Adolescence and Early Youth
  - 1.7.1.1. Introduction
  - 1.7.1.2. Motor Development
  - 1.7.1.3. Cognitive Development
  - 1.7.1.4. Language Development
  - 1.7.1.5. Social Development

Module 2. Assessment, Diagnosis, and Psycho-pedagogical Orientation

2.1. Concept and Functions of Educational Diagnosis Qualities of the Diagnostician
- 2.1.1. Concept of Educational Diagnosis
- 2.1.2. Functions of Educational Diagnosis
- 2.1.3. Qualities of the Diagnostician

2.2. Dimensions, Scopes, and Areas of Psychopedagogical Action
- 2.2.1. Dimensions of Psycho-pedagogical Action
- 2.2.2. Spheres and Areas of Intervention

2.3. Concept, Purpose, and Context of Psychopedagogical Evaluation
- 2.3.1. Concept of Psychopedagogical Assessment
- 2.3.2. Purpose of the Psychopedagogical Assessment
- 2.3.3. Context of the Evaluation

2.4. Psychopedagogical Evaluation Procedure Evaluation in the School and Family Context
- 2.4.1. Psychopedagogical Evaluation Procedure
- 2.4.2. Evaluation in the School Context
- 2.4.3. Evaluation in the Family Context

2.5. The Psychopedagogical Diagnostic Process and its Stages
- 2.5.1. Diagnostic Process
- 2.5.2. Stages of Diagnosis

2.6. The Psychopedagogical Evaluation as a Process
- 2.6.1. Concept
- 2.6.2. Medical History
- 2.6.3. BORRAR
- 2.6.4. Assessment

2.7. Spheres of Action and Areas of Intervention and Psychopedagogical Evaluation in the School and Family Context
- 2.7.1. Scope and Areas of Psychopedagogical Action
- 2.7.2. Psychopedagogical Evaluation Process in the School Context
- 2.7.3. Psychopedagogical Evaluation Process in the Family Context

2.8. Techniques and Instruments of Qualitative and Quantitative Evaluation
- 2.8.1. Qualitative Assessment Techniques and Instruments
- 2.8.2. Quantitative Evaluation Techniques and Instruments

2.9. Psychopedagogical Evaluation in the Classroom Context, in the Center, and in the Family
- 2.9.1. Assessment in the Classroom Context
- 2.9.2. Assessment in the Center Context
- 2.9.3. Assessment in the Family Context

2.10. Return of information and follow-up
- 2.10.1. Return
- 2.10.2. Monitoring

2.11. The Psychopedagogical Orientation: Clinical Model, Consultation Model, and Program Model
- 2.11.1. Clinical Model
- 2.11.2. Program Model
- 2.11.3. Consultation Model

2.12. School Guidance and the Tutorial Function The Tutorial Action Plan
- 2.12.1. School Guidance
- 2.12.2. Tutorial Function
- 2.12.3. The Tutorial Action Plan

2.13. Vocational/Professional/Labor Orientation and Maturity. Approaches and Interests
- 2.13.1. Vocational Orientation and Maturity
- 2.13.2. Career or Socio-Occupational Orientation and Maturity
- 2.13.3. Approaches and Interests

2.14. Concept, Purpose, and Socio-Health Contexts, and Contexts of Vulnerability or Social Exclusion
- 2.14.1. Concept, Purpose, and Socio-Health Contexts
- 2.14.2. Concept, Purpose, and Contexts of Vulnerability and Social Exclusion
- 2.14.3. Orientation Guidelines

Module 3. Measurement, Research, and Educational Innovation

3.1. Relationship between Innovation and Research The need for Research and Innovation in Education
- 3.1.1. Research Concept
- 3.1.2. Innovation Concept
- 3.1.3. Relationship Between Innovation and Research
- 3.1.4. The Need for Research and Innovation in Education

3.2. Modalities and Stages of the Educational Research and Innovation Process
- 3.2.1. Quantitative Approach
- 3.2.2. Qualitative Approach
- 3.2.3. Stages of the Research and Innovation Process

3.3. Planning and Development of the Research or Field Work Dissemination of Results
- 3.3.1. Planning of the Research or Field Work
- 3.3.2. Development of the Research or Field Work
- 3.3.3. Dissemination of Results

3.4. Selection of the Topic of Study and Elaboration of the Theoretical Framework Project and Final Report
- 3.4.1. Selection of the Topic of Study
- 3.4.2. Elaboration of the Theoretical Framework
- 3.4.3. Project and Final Report

3.5. Experimental Designs, Intergroup Designs, and Intragroup Designs
- 3.5.1. Experimental Designs
- 3.5.2. Intergroup Designs
- 3.5.3. Intragroup Designs

3.6. Quasi-Experimental, Descriptive, and Correlational Designs
- 3.6.1. Quasi-Experimental Designs
- 3.6.2. Descriptive Designs
- 3.6.3. Correlational Designs

3.7. Conceptualization and Modalities of Qualitative Research
- 3.7.1. Conceptualization of Qualitative Research
- 3.7.2. Ethnographic Research
- 3.7.3. The Case Study
- 3.7.4. Biographical-narrative Research
- 3.7.5. Grounded Theory
- 3.7.6. Action Research

3.8. Educational Innovation for School Improvement. Innovation and ICT
- 3.8.1. Educational Innovation for School Improvement
- 3.8.2. Innovation and ICT

3.9. The Collection of Information: Measurement and Evaluation. Techniques and Instruments for Data Collection
- 3.9.1. Data Collection: Measurement and Evaluation
- 3.9.2. Data Collection Techniques and Instruments

3.10. Research Instruments: Tests
- 3.10.1. Types
- 3.10.2. Field of Study
- 3.10.3. Processes
- 3.10.4. Evolution

3.11. Reliability and Validity: Technical Requirements of Assessment Instruments in Education
- 3.11.1. Reliability
- 3.11.2. Validity

3.12. Statistical Analysis. Research Variables and Hypotheses
- 3.12.1. Statistical Analysis
- 3.12.2. Variables
- 3.12.3. Hypotheses
- 3.12.4. Descriptive Statistics
- 3.12.5. Inferential Statistics

3.13. Qualitative Data Analysis. Criteria of Scientific Rigor
- 3.13.2. General Process of Qualitative Analysis
- 3.13.3. Criteria of Scientific Rigor

3.14. Categorization and Coding of Data
- 3.14.1. Data Coding
- 3.14.2. Data Categorization

Module 4. Psychoeducational Attention to Special Educational Needs in the School Context

4.1. Psychoeducational Care and Psychopedagogical Intervention in the Inclusive School Integration, Diversity, and Educational Inclusion
- 4.1.1. Psychoeducational and Psychopedagogical Care
- 4.1.2. Integration, Diversity, and Inclusion
- 4.1.3. Specific Educational Needs

4.2. The Tutorial Action Plan and the Academic and Vocational Guidance Plan
- 4.2.1. Tutorial Action Plan
- 4.2.2. Academic and Vocational Guidance Plan

4.3. Professional Structure: Educational and Psychopedagogical Guidance Teams and Guidance Department
- 4.3.1. EOEP
- 4.3.2. Guidance Departments

4.4. Measures of Attention to Diversity: Organization of Center Resources and the Plan of Attention to Diversity
- 4.4.1. Organization of Resources
- 4.4.2. Plan of Attention to Diversity

4.5. The Concept of Learning and Competence for Study. Emotional Intelligence and Social Competence in the School Environment
- 4.5.1. Learning and Study Competence
- 4.5.2. Emotional and Social Intelligence

4.6. Definition of Learning Difficulties. Historical Development
- 4.6.1. Concept of DA
- 4.6.2. Historical Development

4.7. Learning Difficulties in Reading and Writing. Dyslexia and Dysorthography
- 4.7.1. DA Concept of Reading
- 4.7.2. Dyslexia
- 4.7.3. Dysorthography

4.8. Definition of Learning Difficulties in Mathematics. Assessment, Diagnosis, and Intervention
- 4.8.1. Concept of DA in Mathematics Learning
- 4.8.2. Assessment
- 4.8.3. Diagnosis
- 4.8.4. Intervention

4.9. Attention Deficit Hyperactivity Disorder (ADHD) Profile
- 4.9.1. Assessment
- 4.9.2. Diagnosis
- 4.9.3. Effects
- 4.9.4. Intervention

4.10. ADHD Needs Assessment and Educational Intervention
- 4.10.1. Needs Assessment in ADHD
- 4.10.2. Educational Intervention in ADHD

4.11. The Profile of High Intellectual Ability
- 4.11.1. Concept
- 4.11.2. Assessment
- 4.11.3. Autonomy
- 4.11.4. Benefits

4.12. Needs Assessment in High Intellectual Abilities and Educational Intervention
- 4.12.1. Assessment
- 4.12.2. Intervention

4.13. Concept of Late Incorporation to the Educational System and the Need for Compensatory Education. Educational Compensation Measures
- 4.13.1. Concept of Late Incorporation into the Educational System
- 4.13.2. Concept of Compensatory Need
- 4.13.3. Educational Compensation Measures

4.14. Profile of Autism Spectrum Disorder (ASD) within severe Behavioral Disorders. Assessment and Intervention
- 4.14.1. ASD Profile
- 4.14.2. ASD Assessment
- 4.14.3. Intervention

4.15. Intellectual, Sensory, and Motor Disabilities
- 4.15.1. Intellectual Disability
- 4.15.2. Sensory Disability
- 4.15.3. Motor Disability

Module 5. The Role of the Family and the Community in Inclusive Schooling

5.1. The Diversity of Current Family Models
- 5.1.1. Definition of Family Concept
- 5.1.2. Evolution of Family Concept
  - 5.1.2.1. The Family in the 21st Century
- 5.1.3. Family Models
  - 5.1.3.1. Types of Family Models
  - 5.1.3.2. Educational Styles in Family Models
- 5.1.4. Educational Attention to the Different Family Models

5.2. Family Involvement in the School
- 5.2.1. The Family and the School as Developmental Environments
- 5.2.2. The Importance of Cooperation between Educational Agents
  - 5.2.2.1. The Management Team
  - 5.2.2.2. The Teaching Team
  - 5.2.2.3. The Family
- 5.2.3. Types of Family Participation
  - 5.2.3.1. Direct Participation
  - 5.2.3.2. Indirect Participation
  - 5.2.3.3. Non-Participation
- 5.2.4. Parent Schools
- 5.2.5. The Parent-Teacher Association (PTA)
- 5.2.6. Difficulties in Participation
  - 5.2.6.1. Intrinsic Participation Difficulties
  - 5.2.6.2. Extrinsic Participation Difficulties
- 5.2.7. How to improve Family Participation?

5.3. The Family and the School as Developmental Environments
- 5.3.1. The School-Family Relationship
- 5.3.2. The Family as a Context for Human Development

5.4. Society and Inclusive School
- 5.4.1. Fundamental Concepts
- 5.4.2. Objectives of Inclusive Education

5.5. Learning Communities
- 5.5.1. Conceptual Framework of Learning Communities
- 5.5.2. Characteristics of Learning Communities
- 5.5.3. Creation of a Learning Community

5.6. Creation of a Learning Community
- 5.6.1. Establishment of Objectives
- 5.6.2. Contextual Analysis
- 5.6.3. Selection of Priorities
- 5.6.4. Planning

Module 6. Curricular Materials and Educational Technology

6.1. Educational Guidance and New Competences of the Guidance Counselor in the Framework of Information Technologies
- 6.1.1. New Concept of Educational Guidance in the Framework of the Information Society
- 6.1.2. New Competencies of the Guidance Counselor

6.2. Curricular Materials, Methodological Principles for its Use and Evaluation
- 6.2.1. Curricular Materials for the Improvement of the Teaching-Learning Process
- 6.2.2. Characteristics and Types of Curricular Materials
- 6.2.3. Use and Evaluation of different types of Curricular Materials
- 6.2.4. Educational Technology

6.3. Student-centered Learning, from Planned Curriculum to Curriculum in Action
- 6.3.1. New Learner-centered Educational Paradigm
- 6.3.2. Planned Curriculum and Curriculum in Action

6.4. The Concept of Educational Innovation and New Educational Methodologies
- 6.4.1. Educational Innovation
- 6.4.2. Cooperative Learning

6.5. Problem-based Learning, Thinking Culture, Project-oriented Learning, Gamification, and Flipped Classroom
- 6.5.1. Problem-Based Learning
- 6.5.2. Thinking Culture
- 6.5.3. Project-oriented Learning
- 6.5.4. Gamification
- 6.5.5. Flipped Classroom

6.6. Challenges of Education in the Information Society: Training Citizens in Media Education
- 6.6.1. ICT
- 6.6.2. New Reality in the Information Society
- 6.6.3. Educational Challenges in the Information Society
- 6.6.4. Media Education

6.7. Integration of ICT as an Object of Study, Institutional Integration, and Didactic Integration
- 6.7.1. ICT as an Object of Study
- 6.7.2. Institutional Integration of ICT
- 6.7.3. ICT in the School Curriculum and Didactic Integration

6.8. Concept and Characteristics of School 2.0. e-learning and b-learning. Vocational Training and Online University. MOOCs
- 6.8.1. School 2.0
- 6.8.2. E-learning and B-learning
- 6.8.3. Online Training
- 6.8.4. MOOCs

6.9. Possibilities of the Internet for the Communication and Professional Development of Educators
- 6.9.1. Communication and Professional Development of Educators in the Internet Space

6.10. Definition of Personal Learning Environments (PLE), Characteristics and Elements
- 6.10.1. Lifelong Learning
- 6.10.2. Personal Learning Environments, Definition and Characteristics
- 6.10.3. Fundamental Elements and Construction of a PLE
- 6.10.4. The Personal Learning Environments (PLE) in the Work of the Counselor
- 6.10.5. Use of PLE in the Guidance Function

6.11. The PLE in the Work of the Counselor
- 6.11.1. The Personal Learning Environments (PLE) in the Work of the Counselor
  - 6.11.1.1. Concept of PLE
  - 6.11.1.2. Web 2.0 and Professional Collaboration
  - 6.11.1.3. Six Ideas on the Contribution of Networks to Guidance
  - 6.11.1.4. Limitations of Network Collaboration
- 6.11.2. Use of PLE in the Guidance Function
  - 6.11.2.1. Uses of ICT in Guidance
  - 6.11.2.2. Ten basic Activities that we can do with ICT for Guidance Development

6.12. Characteristics of Audiovisual Media in Educational use. Sound Resources, Podcast, and the Radio in the School. Image Resources
- 6.12.1. Functions of Audiovisual Media in Education
- 6.12.2. Podcast and Radio in School
- 6.12.3. Selection and use of Audiovisual Materials

6.13. ICT in Vocational and Professional Orientation Processes Orienta Program and Web Platforms
- 6.13.1. ICT in Vocational and Professional Orientation Processes
- 6.13.2. Orienta Program for Students
- 6.13.3. Web Platforms for Vocational and Career Guidance (MyWayPass)

6.14. The Concept of Web 2.0. Web Pages, WebQuest, Blogs, and Wikis. Multimedia Materials for Tutoring
- 6.14.1. Web 2.0
- 6.14.2. WebQuest
- 6.14.3. Blogs
- 6.14.4. Wikis
- 6.14.5. Multimedia Materials for Tutoring

6.15. Materials for the Attention to Diversity and Materials for Diagnosis and Evaluation ICT in the Attention to Diversity
- 6.15.1. Materials for the Attention to Diversity
- 6.15.2. Materials for Diagnosis and Evaluation
- 6.15.3. ICT for the Attention to Diversity

Module 7. Early Intervention

7.1. Conceptualization and Historical Evolution of Early Intervention. Relationship between Development and Early Learning
- 7.1.1. Concept of Early Intervention
- 7.1.2. Historical Evolution of Early Intervention
- 7.1.3. Relationship between Development and Early Learning

7.2. Phases of the Research Process in Early Intervention. Spheres and Agents
- 7.2.1. Phases of the Research Process in Early Intervention
- 7.2.2. Spheres of Early Intervention
- 7.2.3. Early Intervention Agents
- 7.2.4. Child Development and Early Intervention Centers

7.3. Plasticity and Brain Function
- 7.3.1. Concept of Brain Plasticity
- 7.3.2. Brain Function

7.4. Major Biological and Social Risk Factors. Compensation Tools
- 7.4.1. Main Biological Risk Factors
- 7.4.2. Main Social Risk Factors
- 7.4.3. Compensation Tools

7.5. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 years old. Intervention
- 7.5. 1. Theoretical Approaches to Cognitive Development
- 7.5.2. Cognitive Development from 0 to 6 years old
- 7.5.3. The Preoperational Period
- 7.5.4. Development in the Preoperational Period

7.6. Early Language Development, Warning Signs, and Early Language Intervention. Intervention
- 7.6.1. Early Language Development
- 7.6.2. Warning Signs during Early Language Development
- 7.6.3. Early Language Intervention

7.7. Social-emotional Development and Early Intervention in Social-emotional Development
- 7.7.1. Social-emotional Development
- 7.7.2. Social Contexts and Interactions in Childhood
- 7.7.3. Early Intervention in Social-emotional Development

7.8. Situations of Social Risk. Typology of Maltreatment During Childhood. Intervention
- 7.8.1. Social Risk in Childhood
- 7.8.2. Types of Maltreatment During Childhood

7.9. Methodological and Adaptation Strategies in Risk Situations
- 7.9.1. Early Intervention Strategies
- 7.9.2. Adaptation and Coping Strategies in Social Risk Situations

7.10. Intervention Models and Typology of Programs in Early Intervention. Assessment
- 7.10.1. Early Intervention Models
- 7.10.2. Typology of Programs in Early Intervention
- 7.10.3. Evaluation of Programs in Early Intervention

Module 8. Health Education and Psychopedagogy in Hospitals

8.1. Definition of Health, International Organizations
- 8.1.1. Definition of Health
- 8.1.2. International Organizations
- 8.1.3. BORRAR

8.2. Constructivism and Pedagogical Model in the Health Field
- 8.2.1. Constructivism
- 8.2.2. Role of the Professional as a Mediator in Health Education
- 8.2.3. Role of the Mediator in Health Education

8.3. Multiculturalism and Interculturalism
- 8.3.1. Multiculturalism
- 8.3.2. Interculturality

8.4. Affective Intelligence and Spiritual Intelligence
- 8.4.1. Affective Intelligence
- 8.4.2. Spiritual Intelligence

8.5. Health Education, Health Promotion, and Prevention of Disease
- 8.5.1. Health Education
- 8.5.2. Health promotion
- 8.5.3. Disease Prevention

8.6. Public Health and Lifestyles. Ecology of Human Development
- 8.6.1. Public Health and Lifestyles
- 8.6.2. Ecology of Human Development

8.7. Conceptualization and Phases of Health Education Projects
- 8.7.1. Conceptualization of Health Education Projects
- 8.7.2. Phases of Health Education Projects

8.8. Diagnosis, Planning, Implementation, and Evaluation of Health Education Projects
- 8.8.1. Diagnosis
- 8.8.2. Planning
- 8.8.3. Implementation
- 8.8.4. Assessment

8.9. Hospital Pedagogy, Hospital Classrooms, and Home Care
- 8.9.1. Hospital Pedagogy
- 8.9.2. Hospital Classrooms
- 8.9.3. Home Care

8.10. Building a Collaborative Context and Network Intervention in Psychopedagogical Work in Health Risk Situations
- 8.10.1. Building a Collaborative Context
- 8.10.2. Network Intervention

8.11. Resilience
- 8.11.1. Individual Resilience
- 8.11.2. Family Resilience
- 8.11.3. Social Resilience

Module 9. Psychopedagogical Counseling for Families in Psychosocial Risk Situations

9.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
- 9.1.1. The Family as a context for Human Development
- 9.1.2. Family Functions
- 9.1.3. Family Dynamics and Rules
- 9.1.4. Roles within the Family Context

9.2. Social Changes and New Forms of Family Coexistence
- 9.2.1. The Influence of Social Changes on the Family
- 9.2.2. New Family Forms

9.3. Family Educational Styles
- 9.3.1. Democratic Style
- 9.3.2. Authoritarian Style
- 9.3.3. Negligent Style
- 9.3.4. Indulgent Style

9.4. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
- 9.4.1. What is Psychosocial Risk?
- 9.4.2. Psychosocial Risk Assessment Criteria
- 9.4.3. Families in Psychosocial Risk Situation

9.5. Risk Factors vs. Protective Factors
- 9.5.1. Risk Factors
- 9.5.2. Protective Factors

9.6. Conceptualization of Psychoeducational Intervention and Models of Psychoeducational Intervention in the Family Environment
- 9.6.1. Concept of Psychopedagogical Intervention in the Family Environment
- 9.6.2. Models of Psychopedagogical Intervention

9.7. Addressees, Areas, and Contexts of Psychopedagogical Intervention
- 9.7.1. Addressees of the Psychopedagogical Intervention
- 9.7.2. Areas of the Psychopedagogical Intervention
- 9.7.3. Contexts of the Psychopedagogical Intervention

9.8. Concept, Foundations, and Models of Socio-educational Intervention with Families
- 9.8.1. The Socio-educational Intervention with Families
- 9.8.2. Principles of Psychoeducational Intervention with Families
- 9.8.3. Fundamentals of Socio-educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
- 9.8.4. Models of Socio-educational Intervention with Families

9.9. Educational Teams of Socio-educational Intervention with Families, Professional Skills, and Instruments and Techniques
- 9.9.1. Educational Teams of Family Intervention
- 9.9.2. Professional Skills
- 9.9.3. Tools and Techniques

9.10. Conceptualization and Typology of Child Maltreatment in the Family
- 9.10.1. The Concept of Child Abuse
- 9.10.2. Types of Child Maltreatment

9.11. Actions in the Face of Child Maltreatment in the Family
- 9.11.1. Detection, Assessment, and Care
- 9.11.2. Protocols

9.12. Family and School as Collaborative Environments. Forms of Family Participation in the School
- 9.12.1. Family and School as Collaborative Environments
- 9.12.2. Forms of Family Participation in the School
- 9.12.3. Parenting School and Parental Education

Module 10. Adaptation to Multiple Intelligence Situations

10.1. Neuroscience
- 10.1.1. Introduction
- 10.1.2. Concept of Neuroscience
- 10.1.3. Neuromyths
  - 10.1.3.1. We only use 10% of the Brain
  - 10.1.3.2. Right Brain vs. Left Brain
  - 10.1.3.3. Learning Styles
  - 10.1.3.4. Male Brain vs. Female Brain
  - 10.1.3.5. Critical Learning Periods

10.2. The Brain
- 10.2.1. Brain Structures
  - 10.2.1.1. Cerebral Cortex
  - 10.2.1.2. Cerebellum
  - 10.2.1.3. Basal Ganglia
  - 10.2.1.4. Limbic System
  - 10.2.1.5. Brainstem
  - 10.2.1.6. Thalamus
  - 10.2.1.7. Spinal Cord
  - 10.2.1.8. Main Functions of the Brain
- 10.2.2. Triune Model
  - 10.2.2.1. The Reptilian Brain
  - 10.2.2.2. The Emotional Brain
  - 10.2.2.3. The Neocortex
- 10.2.3. Bilateral Model
  - 10.2.3.1. The Right Hemisphere
  - 10.2.3.2. The Left Hemisphere
  - 10.2.3.3. Functioning of the Cerebral Hemispheres
- 10.2.4. Cognitive Brain and Emotional Brain
  - 10.2.4.1. The Rational Brain
  - 10.2.4.2. The Emotional Brain
- 10.2.5. Neurons
  - 10.2.5.1. What Are They?
  - 10.2.5.2. Neuronal Pruning

10.2.6. What are Neurotransmitters?
10.2.6.1. Dopamine
10.2.6.2. Serotonin
10.2.6.3. Endorphin
10.2.6.4. Glutamate
10.2.6.5. Acetylcholine
10.2.6.6. Norepinephrine

10.3. Neuroscience and Learning
10.3.1 What is Learning?
10.3.1.1. Learning as Memorization
10.3.1.2. Learning as Accumulation of Information
10.3.1.3. Learning as Interpretation of Reality
10.3.1.4. Learning as Action
10.3.2. Mirror Neurons
10.3.2.1. Learning by Example
10.3.3. Levels of Learning
10.3.3.1. Bloom's Taxonomy
10.3.3.2. SOLO Taxonomy
10.3.3.3. Levels of Knowledge
10.3.4. Learning Styles
10.3.4.1. Convergent
10.3.4.2. Divergent
10.3.4.3. Accommodating
10.3.4.4. Assimilator
10.3.5. Types of Learning
10.3.5.1. Implicit Learning
10.3.5.2. Explicit Learning
10.3.5.3. Associative Learning
10.3.5.4. Significant Learning
10.3.5.5. Cooperative Learning
10.3.5.6. Cooperative Learning
10.3.5.7. Emotional Learning
10.3.5.8. Rote Learning
10.3.5.9. Discovery Learning
10.3.6. Competencies for Learning

10.4. Multiple intelligences
10.4.1. Definition
10.4.1.1. According to Howard Gardner
10.4.1.2. According to other Authors
10.4.2. Classification
10.4.2.1. Linguistic Intelligence
10.4.2.2. Logical-mathematical Intelligence
10.4.2.3. Spatial Intelligence
10.4.2.4. Musical Intelligence
10.4.2.5. Body and Kinesthetic Intelligence
10.4.2.6. Intrapersonal Intelligence
10.4.2.7. Interpersonal Intelligence
10.4.2.8. Naturopathic Intelligence
10.4.3. Multiple Intelligences and Neurodidactics
10.4.4. How to Work the IIMM in the Classroom?
10.4.5. Advantages and Disadvantages of Applying the IIMM in Education

10.5. Neuroscience-Education
10.5.1. Neuroeducation
10.5.1.1. Introduction
10.5.1.2. What is Neuroeducation?
10.5.2. Brain Plasticity
10.5.2.1. Synaptic Plasticity
10.5.2.2. Neurogenesis
10.5.2.3. Learning, Environment, and Experience
10.5.2.4. The Pygmalion Effect
10.5.3. Memory
10.5.3.1. What is Memory?
10.5.3.2. Types of Memory
10.5.3.3. Levels of Processing
10.5.3.4. Memory and Emotion
10.5.3.5. Memory and Motivation

10.5.4. Emotion
10.5.4.1. Binomial Emotion and Cognition
10.5.4.2. Primary Emotions
10.5.4.3. Secondary Emotions
10.5.4.4. Functions of Emotions
10.5.4.5. Emotional States and Implication in the Learning Process
10.5.5. Attention
10.5.5.1. Attentional Networks
10.5.5.2. Relationship Between Attention, Memory, and Emotion
10.5.5.3. Executive Attention
10.5.6. Motivation
10.5.6.1. The 7 Stages of School Motivation
10.5.7. Contributions of Neuroscience to Learning
10.5.8. What is Neurodidactics?
10.5.9. Contributions of Neurodidactics to Learning Strategies
10.6. Neuroeducation in the Classroom
10.6.1. The figure of the Neuroeducator
10.6.2. Neuroeducational and Neuropedagogical Importance
10.6.3. Mirror Neurons and Teacher Empathy
10.6.4. Empathic Attitude and Learning
10.6.5. Classroom Applications
10.6.6. Classroom Organization
10.6.7. Proposal for Classroom Improvement
10.7. Playing and New Technologies
10.7.1. Etymology of Playing
10.7.2. Benefits of Playing
10.7.3. Learning by Playing
10.7.4. The Neurocognitive Process
10.7.5. Basic Principles of Educational Games
10.7.6. Neuroeducation and Board Games
10.7.7. Educational Technology and Neuroscience
10.7.7.1. Integration of Technology in the Classroom
10.7.8. Development of Executive Functions
10.8. Body and Brain
10.8.1. The Connection between Body and Brain
10.8.2. The Social Brain
10.8.3. How do we prepare the Brain for Learning?
10.8.4. Feeding
10.8.4.1. Nutritional Habits
10.8.5. Rest
10.8.5.1. Importance of Sleep in Learning
10.8.6. Exercise
10.8.6.1. Physical Exercise and Learning
10.9. Neuroscience and School Failure
10.9.1 Benefits of Neuroscience
10.9.2. Learning Disorders
10.9.3. Elements for a Success-oriented Pedagogy
10.9.4. Some suggestions for improving the Learning Process
10.10. Reason and Emotion
10.10.1. The Binomial Reason and Emotion
10.10.2. What are Emotions good for?
10.10.3. Why Educate Emotions in the Classroom?
10.10.4. Effective Learning through Emotions

Module 11. Technological Innovation in Education

11.1. Advantages and Disadvantages of the use of Technology in Education
- 11.1.1. Technology as a Means of Education
- 11.1.2. Advantages of Use
- 11.1.3. Inconveniences and Addictions

11.2. Educational Neurotechnology
- 11.2.1. Neuroscience
- 11.2.2. Neurotechnology

11.3. Programming in Education
- 11.3.1. Benefits of Programming in Education
- 11.3.2. Scratch Platform
- 11.3.3. Confection of the First Hello World
- 11.3.4. Commands, Parameters and Events
- 11.3.5. Export of Projects

11.4. Introduction to the Inverted Class
- 11.4.1. On what is it based?
- 11.4.2. Examples of use
- 11.4.3. Video Recording
- 11.4.4. YouTube

11.5. Introduction to Gamification
- 11.5.1. What is Gamification?
- 11.5.2. Success Stories

11.6. Introduction to Robotics
- 11.6.1. The Importance of Robotics in Education
- 11.6.2. Arduino (Hardware)
- 11.6.3. Arduino (Programming Language)

11.7. Tips and Examples of Use in the Classroom
- 11.7.1. Combining Innovation Tools in the Classroom
- 11.7.2. Real Examples

11.8. Introduction to Augmented Reality
- 11.8.1. What is AR?
- 11.8.2. What are its Benefits in Education?

11.9. How to Develop your own AR Applications?
- 11.9.1. Vuforia
- 11.9.2. Unity
- 11.9.3. Examples of use

11.10. Samsung Virtual School Suitcase
- 11.10.1. Immersive Learning
- 11.10.2. The Backpack of the Future

A unique, key, and decisive educational experience to boost your professional development"

06

Methodology

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

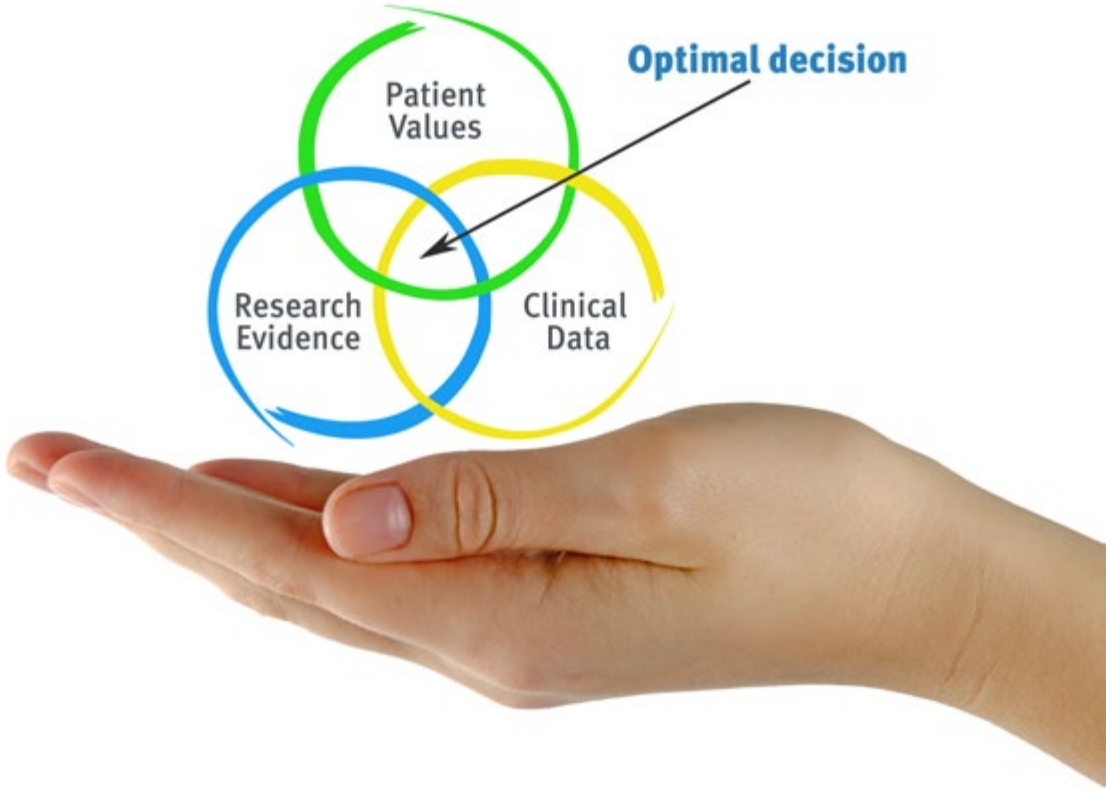
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 Global University 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:

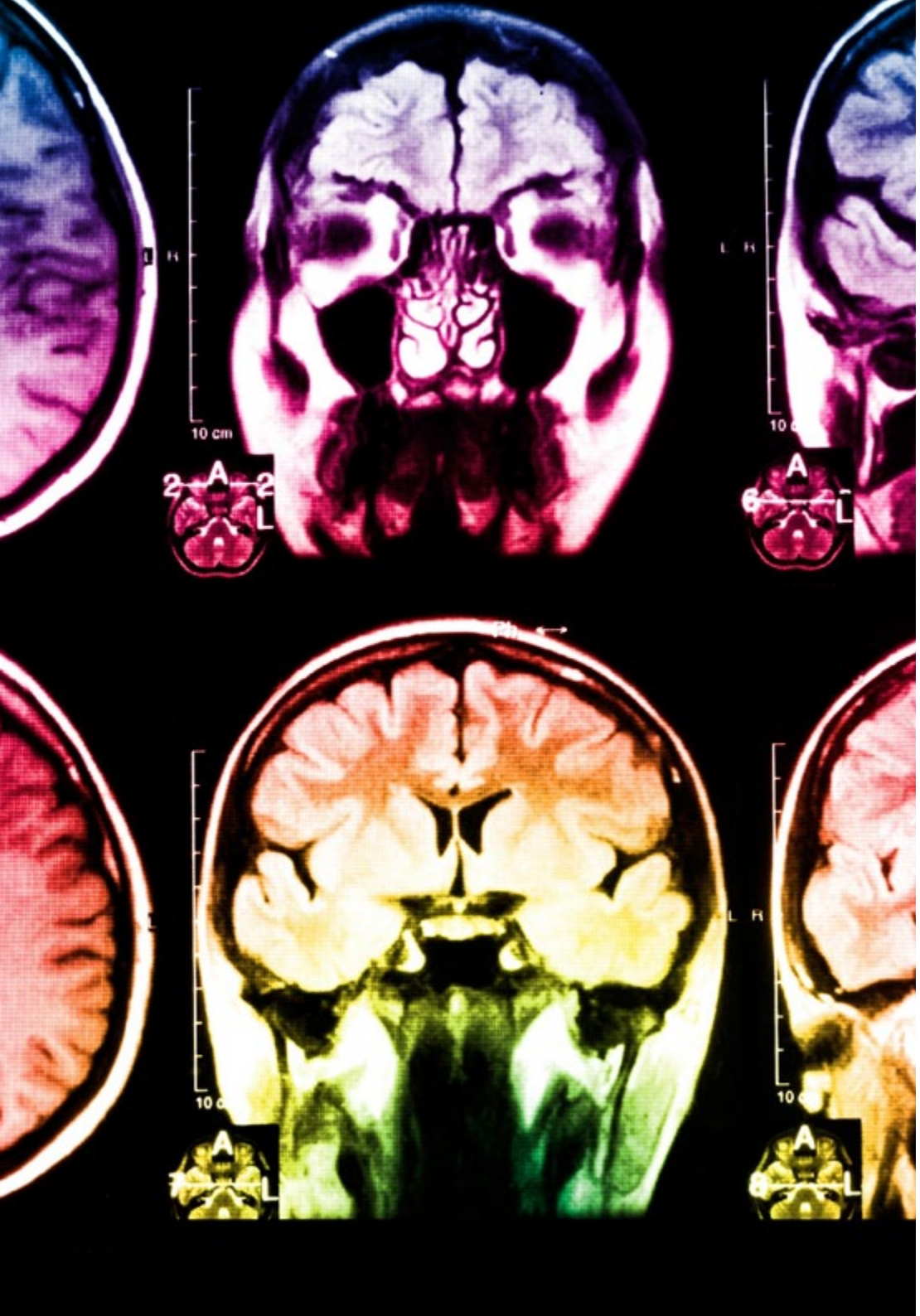
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 relearn). 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 adapted in 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, students can watch them as many times as they want.

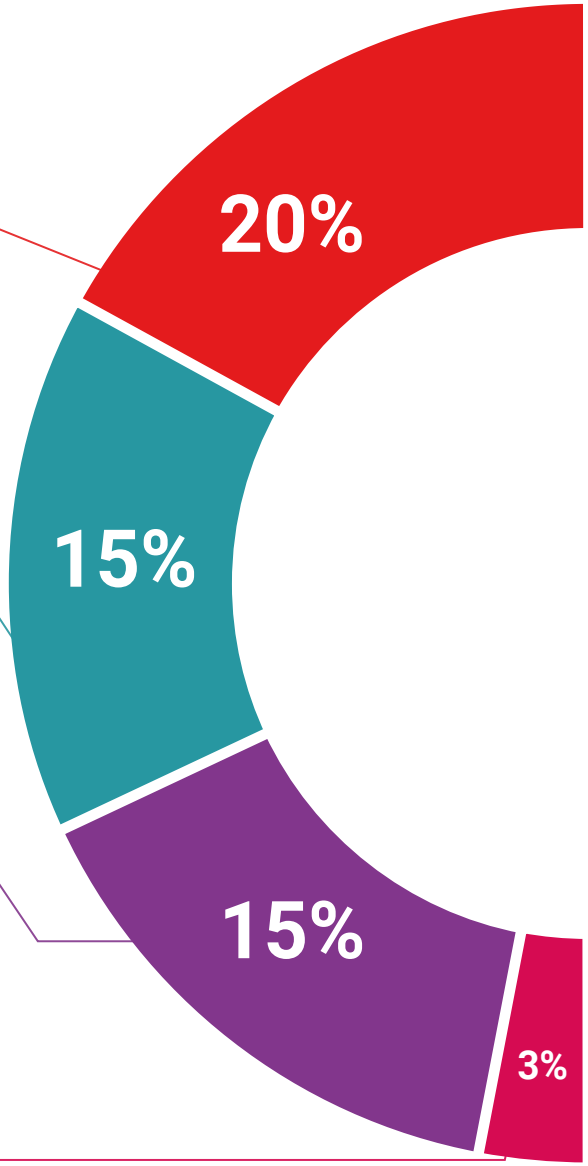
Interactive Summaries

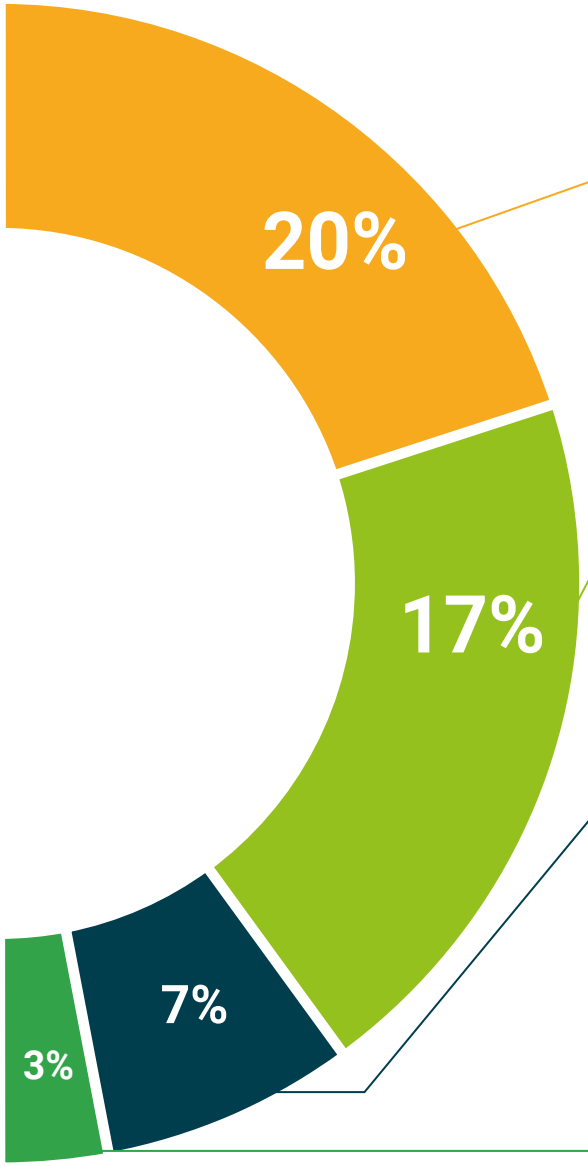
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

07

Certificate

The Professional Master's Degree in Educational Psychopedagogy guarantees students, in addition to the most rigorous and updated education, access to a Professional Master's Degree issued by the TECH Global University.

Successfully complete this program and receive your university degree without travel or laborious paperwork”

This program will allow you to obtain your **Professional Master's Degree diploma in Educational Psychopedagogy** 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: **Professional Master's Degree in Educational Psychopedagogy**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Professional Master's Degree in Educational Psychopedagogy

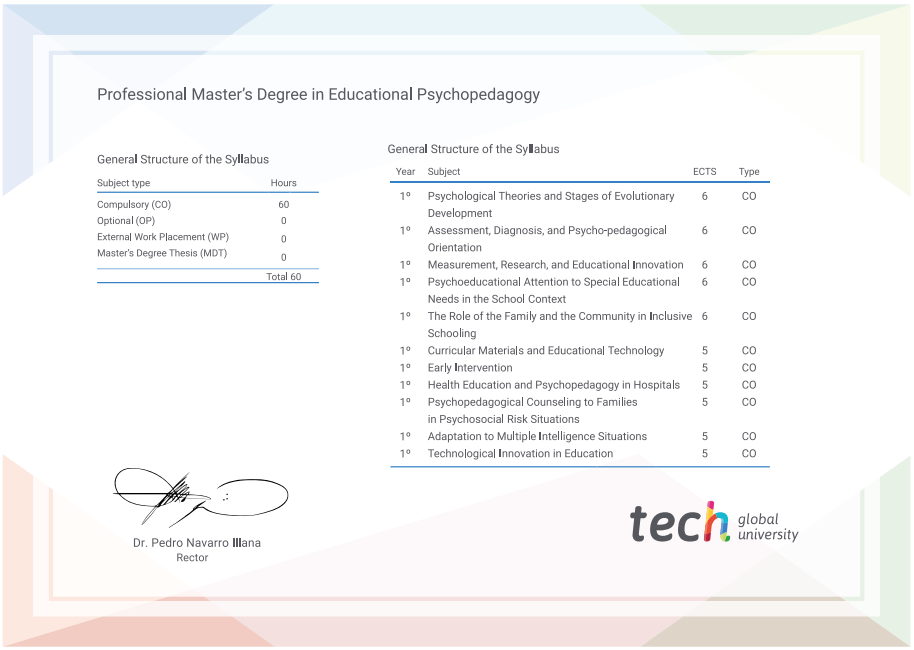
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Educational Psychopedagogy

General Structure of the Syllabus

Subject type	Hours
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Psychological Theories and Stages of Evolutionary Development	6	CO
1º	Assessment, Diagnosis, and Psycho-pedagogical Orientation	6	CO
1º	Measurement, Research, and Educational Innovation	6	CO
1º	Psychoeducational Attention to Special Educational Needs in the School Context	6	CO
1º	The Role of the Family and the Community in Inclusive Schooling	6	CO
1º	Curricular Materials and Educational Technology	5	CO
1º	Early Intervention	5	CO
1º	Health Education and Psychopedagogy in Hospitals	5	CO
1º	Psychopedagogical Counseling to Families in Psychosocial Risk Situations	5	CO
1º	Adaptation to Multiple Intelligence Situations	5	CO
1º	Technological Innovation in Education	5	CO

Dr. Pedro Navarro Illana
Rector

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*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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Professional Master's Degree

Educational Psychopedagogy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
Educational Psychopedagogy

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