

Professional Master's Degree Neuropsychology Research



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

Website: www.techtitute.com/us/education/professional-master-degree/master-neuropsychology-research

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01

Introduction

Neuropsychology has become one of the professional specialties with the most potential at the present time. In educational, professional and social environments, the insights provided by this science have become essential. These developments are supported by constant advances and progress that are largely stem from research. This program provides you with specific and essential knowledge in this field, a step that will enable you to conduct thorough and effective research in Neuropsychology.





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In-depth knowledge of Neuropsychology Research and its multiple implications, in a comprehensive program created to propel you to another professional level"

The work in neuropsychology is complex. It covers a broad spectrum of intervention that requires the professional to have very specific training in the various branches of brain development. This discipline, deeply linked to neurology and the physiological study of the brain, is affected by the changes that the evolution of knowledge in this scientific branch achieves. For professionals, this means an intense challenge of continuous updating that allows them to be at the forefront in terms of approach, intervention and monitoring of the cases that may arise in their practice.

Throughout this course, the student will cover all the latest approaches in the field of neuropsychological research, from the basic starting points to the application of conclusions and the delivery of novel interventions. With a fundamentally practical approach, this Professional Master's Degree will allow you to develop your own project during the course, becoming an opportunity not only for study but also for experience acquisition.

A high-level step that will become a route to improvement, not only on a professional level but also on a personal level. This challenge is one that TECH Technological University takes on as a social commitment: to help prepare highly qualified professionals and develop their personal, social and professional skills throughout the course of their studies.

Not only will the student be taken through the theoretical knowledge offered, but they will also be shown another way of studying and learning, one that is more organic, simpler and more efficient. We will work to keep you motivated and to foster a passion for learning. We will encourage you to think and develop critical thinking.

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

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program



An educational program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively"

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A deep and comprehensive dive into strategies and approaches in Neuropsychology Research”

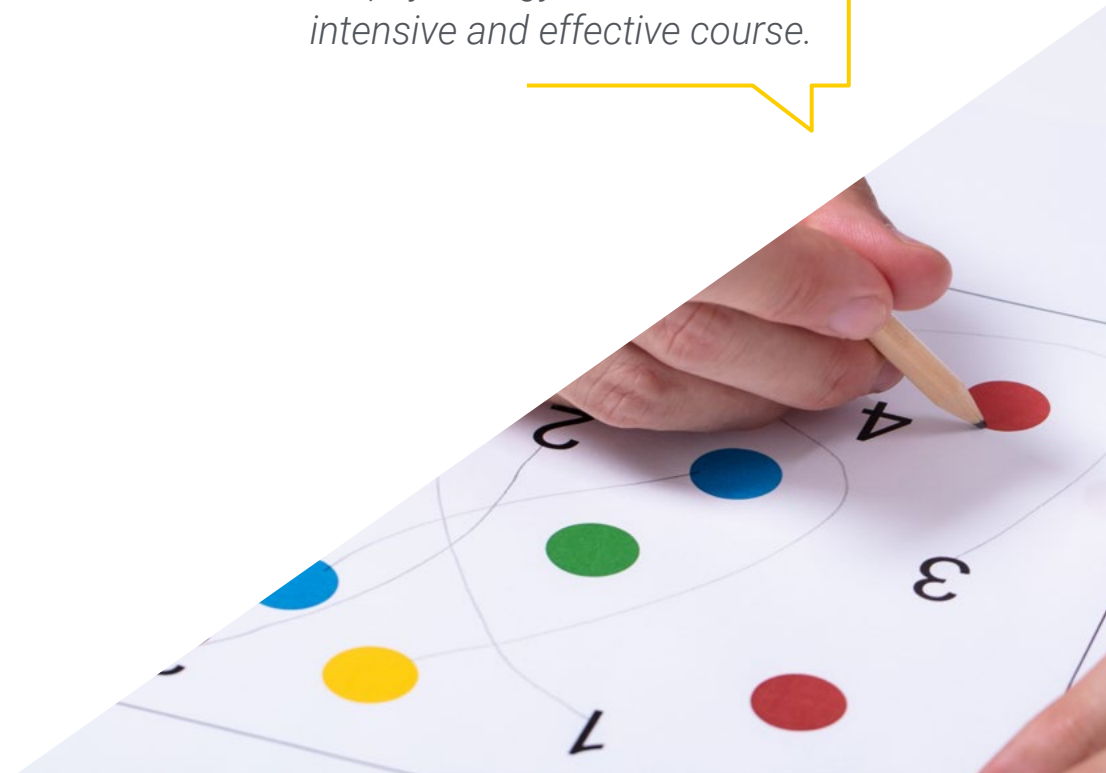
Our teaching staff is made up of working professionals. In this way TECH can provide the up-to-date professional development we are aiming for. A multidisciplinary team of trained and experienced physicians from different settings, who will cover the theoretical knowledge in an efficient manner, but above all, will put the practical knowledge derived from their own experience at the service of the program: one of the distinctive qualities of this Professional Master's Degree.

This mastery of this subject is complemented by the effectiveness of the methodological design of this Professional Master's Degree. Developed by a multidisciplinary team of e-Learning experts, it integrates the latest advances in educational technology. Students will be able to study with a range of convenient and versatile multimedia tools that will give them the operability they need while studying.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, telepractice will be used: with the help of an innovative system of interactive videos, and *Learning From an Expert* you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will allow students to integrate and memorize what they have learn in a more realistic and permanent way.

Human sensory systems studied from the neuropsychologist's point of view, with focus on intervention and improvement.

The processes and developments of comprehensive Neuropsychology Research in an intensive and effective course.



02

Objectives

The objective is to enable highly qualified professionals for work experience. An objective that is further complemented, in a holistic manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that, in just a few months, can be achieved with a high-intensity and precise program.



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If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, look no further: welcome to TECH Technological University"



General Objectives

- ♦ Qualify professionals for the practice of Neuropsychology for the development of children and young people
- ♦ Learn how to carry out specific programs to improve school performance
- ♦ Access the forms and processes of neuropsychology research in the school environment
- ♦ Increase the capacity for work and autonomous resolution of learning processes
- ♦ Study the attention to diversity from the neuropsychological approach
- ♦ Learn about the different ways to implement enrichment systems for learning methodologies in the classroom, especially aimed at diverse students
- ♦ Analyze and integrate the knowledge necessary to foster student's school and social development



Make the most of this opportunity and take the next step to get up to date on the latest developments in Neuropsychology Research"





Specific Objectives

Module 1. Basis of Neurosciences

- ♦ Learn the brain basis of motor development
- ♦ Learn the different forms and techniques of intervention in education

Module 2. Neuroeducation

- ♦ Study the anatomy of the brain and its relationship to learning
- ♦ Explore the quality of brain plasticity
- ♦ Analyze the various agents affecting child, adolescent and adult brain development
- ♦ Reflect on the meaning of neuroeducation
- ♦ Study the peculiarities and fundamental characteristics of the different areas of the brain associated with emotions and learning

Module 3. Memory Processes, Skills and TICS

- ♦ Explore and gain in-depth knowledge of the characteristics and functioning of memory processes, in relation to the holistic development of the person, in the specific field of learning

Module 4. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- ♦ Learn about the characteristics and development of the organs of sight
- ♦ Learn about the risk factors
- ♦ Learn ways to detect, assess and intervene in the classroom with students with vision problems
- ♦ Acquire the ability to work for the improvement of visual perception
- ♦ Become familiar with vision and reading skill training programs



- ♦ Study the saccadic models
- ♦ Learn about the characteristics and development of the organs of the ear
- ♦ Learn about the risk factors
- ♦ Learn ways to detect, evaluate and intervene in the classroom with students with hearing problems
- ♦ Acquire the ability to work for the improvement of hearing
- ♦ Know the psychobiological aspects of hearing loss
- ♦ Develop the necessary skills to make curricular adaptations in this area
- ♦ Study all the implications of visual and auditory problems on literacy learning
- ♦ Analyze the theories on the processes of language comprehension, sounds and reading comprehension

Module 5. Neurolinguistic Processes, Difficulties and Intervention Programs

- ♦ Analyze language and literacy disorders
- ♦ Develop the neurobiological aspects involved in language development
- ♦ Study the neuropsychological bases of language and the potential for its work and development
- ♦ Learn how to assess, diagnose and correct language difficulties
- ♦ Learn all aspects related to the theory of multiple intelligences and their assessment

Module 6. Multiple Intelligences, Creativity, Talent and High Abilities

- ♦ Learn the neuropsychological basis of creativity and its development in the educational context
- ♦ Know the possibilities of working in the area of high abilities



Module 7. Dyslexia, Dyscalculia and Hyperactivity

- ♦ Incorporate the necessary knowledge to detect and intervene in the classroom in cases of dyscalculia, dyslexia and ADHD.
- ♦ Understand the incidence of comorbidity in this context
- ♦ Learn about the possibilities of neurotechnology applied to dyslexia, ADHD and dyscalculia

Module 8. Research Methodology I

- ♦ Learn research methodology and its different approaches
- ♦ Develop a complete research method, from the choice of the topic, to the proposal and production
- ♦ Learn how to conduct quantitative research and analysis of results

Module 9. Research Methodology II

- ♦ Learn descriptive statistics
- ♦ Learn how to develop a hypothesis test and interpret it
- ♦ Study the use of correlational and group comparison statistics and be able to use them in research

03 Skills

Neuropsychology is a complex field. A constantly changing landscape that requires its professionals to be constantly up to date. This Professional Master's Degree will allow you to study all the latest approaches in the field of neuropsychological research, from the basic starting points to the application of conclusions and the delivery of novel interventions. A comprehensive approach, in a high-level Professional Master's Degree, which will surely make the difference.





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Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. Just what TECH puts at your service"

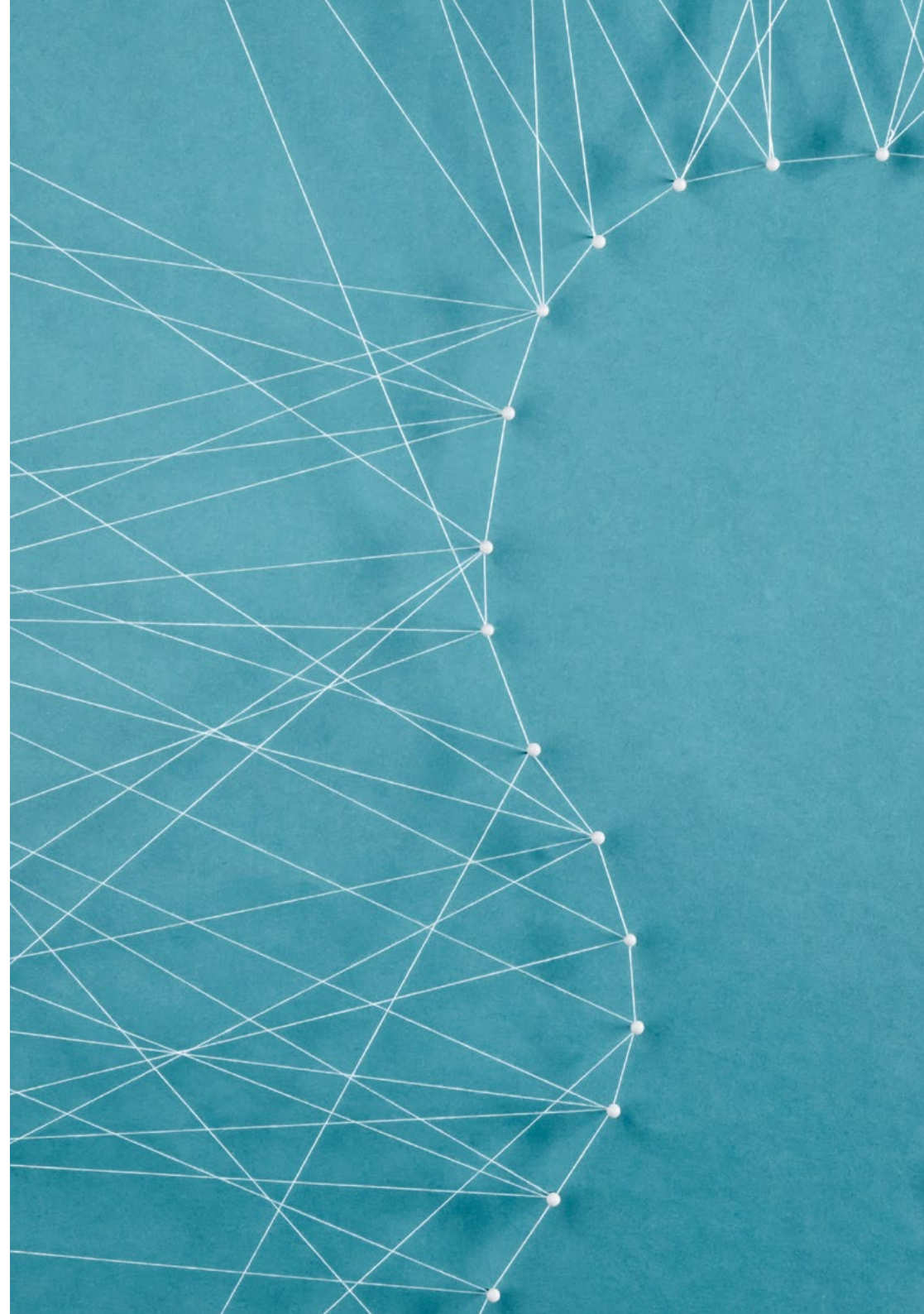


Basic Skills

- Employ Neuropsychology in the educational environment
- Conduct programs to improve school performance
- Apply modes of Neuropsychology research
- Construct new ways of attending to diversity in the classroom



Our objective is very simple: to offer you quality specialist education, with the best teaching methods available, so that you can reach new levels of excellence in your profession"





Specific Skills

- ♦ Recognize the anatomy of the brain and its relationship with the development of different learning processes from the motor, sensory, emotional, etc. point of view
- ♦ Use the knowledge of Neuropsychology in the development of diverse intervention programs in all areas of school development
- ♦ Apply different forms of intervention in the educational area based on data extracted from the analysis of brain functionality in the field of emotion and learning
- ♦ Be able to work on enhancing memory development
- ♦ Have tools to work with altered memory states.
- ♦ Perform effective assessment, diagnosis and intervention of language difficulties
- ♦ Apply new strategies in cases of high abilities
- ♦ Be able to program while taking into account multiple intelligences and fostering talent and creativity
- ♦ Develop efficient intervention programs for students with dyscalculia, dyslexia and hyperactivity
- ♦ Devise, develop and analyze comprehensive research in the field of Neuropsychology

04

Course Management

Within the concept of total quality of the program, TECH is proud to offer you a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.



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Our professors will put their experience and teaching skills at your disposal to offer you a stimulating and creative professional development process”

Management



Ms. Sánchez Padrón, Nuria Ester

- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in General Health Psychology from the University of La Rioja
- ♦ Training in Emergency Psychological Care
- ♦ Training in Psychological Care in Penitentiary Institutions
- ♦ Teaching and training experience
- ♦ Experience in educational attention to children at risk



05

Structure and Content

The syllabus has been designed by a team of the best professionals in the field of Neuropsychology Research who are at the top of the most renowned and prestigious lists in the sector. They have more than 20 years wide-ranging experience, combining medical expertise with research work in different forums.



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Through comprehensive but very well compartmentalized professional development, you will be able to access the most advanced insights into Neuropsychology Research available”

Module 1. Basis of Neurosciences

- 1.1. The Nervous System and Neurons
 - 1.1.1. Introduction
 - 1.1.2. Developments and Latest Approaches
- 1.2. Basic Anatomy of Learning-Related Structures
 - 1.2.1. Physiology of Learning
- 1.3. Psychological Processes Related to Learning
 - 1.3.1. Emotions and Learning
 - 1.3.2. Emotional Approaches
- 1.4. The Main Brain Structures Related to Motor Skills
 - 1.4.1. Brain and Motor Development
 - 1.4.2. Laterality and Development
- 1.5. The Plastic Brain and Neuroplasticity
 - 1.5.1. Definition of Plasticity
 - 1.5.2. Neuroplasticity and Education
- 1.6. Epigenetics
 - 1.6.1. Definition and Origins
- 1.7. Effects of the Environment on Brain Development
 - 1.7.1. Current Theories
 - 1.7.2. The Influence of the Environment on Child Development
- 1.8. Changes in the Infant's Brain
 - 1.8.1. Brain Development in Infancy
 - 1.8.2. Features
- 1.9. Evolution of the Adolescent Brain
 - 1.9.1. Brain Development in Adolescence
 - 1.9.2. Features
- 1.10. The Adult Brain
 - 1.10.1. Characteristics of the Adult Brain
 - 1.10.2. The Adult Brain and Learning

Module 2. Neuroeducation

- 2.1. Introduction to Neuroeducation
- 2.2. Main Neuromyths
- 2.3. Attention
- 2.4. Emotion
- 2.5. Motivation
- 2.6. The Learning Process
- 2.7. Memory
- 2.8. Stimulation and Early Interventions
- 2.9. Importance of Creativity in Neuroeducation
- 2.10. Methodologies that allow the Transformation of Education in Neuroeducation

Module 3. Memory Processes, Skills and TICS

- 3.1. Conceptual Bases of Memory
 - 3.1.1. Introduction and Objectives
 - 3.1.2. Concept and Definition of Memory
 - 3.1.3. Basic Processes of Memory
 - 3.1.4. Initial Research on Memory
 - 3.1.5. Classification of Memory
 - 3.1.6. Memory During Development
 - 3.1.7. General Strategies to Stimulate Memory
 - 3.1.8. Bibliographical References
- 3.2. Sensory Memory
 - 3.2.1. Introduction and Objectives
 - 3.2.2. Concept and Definition
 - 3.2.3. Neurobiological Foundations of Sensory Memory
 - 3.2.4. Assessing Sensory Memory
 - 3.2.5. Intervention in Educational Contexts of Sensory Memory
 - 3.2.6. Family Activities for Students From Three to Five Years of Age
 - 3.2.7. Sensory Memory Intervention Case Study
 - 3.2.8. Bibliographical References



- 3.3. Short-Term Memory
 - 3.3.1. Introduction and Objectives
 - 3.3.2. Concept and Definition of Short-Term Memory and Working Memory
 - 3.3.3. Neurobiological Bases of Short-Term and Working Memory
 - 3.3.4. Assessment of Short-Term and Working Memory
 - 3.3.5. Intervention in Educational Contexts of Short-Term Memory
 - 3.3.6. Family Activities for Students From Six to Eleven Years of Age
 - 3.3.7. Working Memory Intervention Case Study
 - 3.3.8. Bibliographical References
- 3.4. Long-Term Memory
 - 3.4.1. Introduction and Objectives
 - 3.4.2. Concept and Definition
 - 3.4.3. Neurobiological Bases of Long-Term Memory
 - 3.4.4. Assessment of Long-Term Memory
 - 3.4.5. Intervention in Educational Contexts of Long-Term Memory
 - 3.4.6. Family Activities for Students From Twelve to Eighteen Years of Age
 - 3.4.7. Long-Term Memory Intervention Case Study
- 3.5. Memory Disorders
 - 3.5.1. Introduction and Objectives
 - 3.5.2. Memory and Emotion
 - 3.5.3. Forgetfulness Theories of Forgetfulness
 - 3.5.4. Memory Distortions
 - 3.5.5. Memory Alterations: Amnesias
 - 3.5.6. Childhood Amnesia
 - 3.5.7. Other Types of Memory Alteration
 - 3.5.8. Programs to Improve Memory
 - 3.5.9. Technological Programs to Improve Memory
 - 3.5.10. Bibliographical References

- 3.6. Thinking Skills
 - 3.6.1. Introduction and Objectives
 - 3.6.2. Developing Thinking from Childhood to the Adult Age
 - 3.6.3. Basic Thought Processes
 - 3.6.4. Thinking Skills
 - 3.6.5. Critical Thinking
 - 3.6.6. Characteristics of Digital Natives
 - 3.6.7. Bibliographical References
- 3.7. Neurobiology of Thinking
 - 3.7.1. Introduction and Objectives
 - 3.7.2. Neurobiological Foundations of Thinking
 - 3.7.3. Cognitive distortions
 - 3.7.4. Neuropsychological Assessment Instruments
 - 3.7.5. Bibliographical References
- 3.8. Cognitive Intervention
 - 3.8.1. Introduction and Objectives
 - 3.8.2. Learning Strategies
 - 3.8.3. Cognitive Stimulation Techniques in Educational Contexts
 - 3.8.4. Methods for Studying at Home
 - 3.8.5. Cognitive Stimulation Activities in the Family Environment
 - 3.8.6. Learning Strategy Intervention Case Study
 - 3.8.7. Bibliographical References
- 3.9. Cognitive Thought Theories
 - 3.9.1. Introduction and Objectives
 - 3.9.2. Significant Learning Theory
 - 3.9.3. Information Processing Theory
 - 3.9.4. Genetic Theory: Constructivism
 - 3.9.5. Sociocultural Theory: Socioconstructivism
 - 3.9.6. Theory of Connectivism
 - 3.9.7. Metacognition: Learning to Think
 - 3.9.8. Programs for the Acquisition of Thinking Skills
 - 3.9.9. Technological Programs for the Improvement of Thinking Skills
 - 3.9.10. Thinking Skill Intervention Case Study
 - 3.9.11. Bibliographical References

Module 4. Visual and Auditory Functionality for Reading, Language, Languages and Learning

- 4.1. Vision: Functioning and Neuropsychological Bases
 - 4.1.1. Introduction
 - 4.1.2. Development of the Visual System at Birth
 - 4.1.3. Risk Factors
 - 4.1.4. Development of Other Sensory Systems During Infancy
 - 4.1.5. Influence of Vision on the Visuomotor System and its Development
 - 4.1.6. Normal and Binocular Vision
 - 4.1.7. Anatomy of Human Eyes
 - 4.1.8. Eye Functions
 - 4.1.9. Other Functions
 - 4.1.10. Visual Pathways to the Cerebral Cortex
 - 4.1.11. Elements that Favor Visual Perception
 - 4.1.12. Vision Diseases and Alterations
 - 4.1.13. Most Common Eye Disorders or Diseases: Classroom Interventions
 - 4.1.14. Computer Vision Syndrome (CVS)
 - 4.1.15. Attitudinal Observation of the Student
 - 4.1.16. Summary
 - 4.1.17. Bibliographical References
- 4.2. Visual Perception, Assessment and Intervention Programs
 - 4.2.1. Introduction
 - 4.2.2. Human Development: Development of the Sensory Systems
 - 4.2.3. Sensory Perception
 - 4.2.4. Neurodevelopment
 - 4.2.5. Description of the Perceptual Process
 - 4.2.6. Color Perception
 - 4.2.7. Perception and Visual Skills
 - 4.2.8. Evaluation of Visual Perception
 - 4.2.9. Intervention for the Improvement of Visual Perception
 - 4.2.10. Summary
 - 4.2.11. Bibliographical References

- 4.3. Tracking Eye Movements
 - 4.3.1. Introduction
 - 4.3.2. Eye Movements
 - 4.3.3. Tracking Eye Movements
 - 4.3.4. Ocular Motility Recording and Assessment
 - 4.3.5. Ocular Motility-Related Disorders
 - 4.3.6. The Visual System and Reading
 - 4.3.7. Development of Skills in Learning to Read
 - 4.3.8. Improvement and Training Programs and Activities
 - 4.3.9. Summary
 - 4.3.10. Bibliographical References
- 4.4. Saccadic Movements and Their Implication in Reading
 - 4.4.1. Introduction
 - 4.4.2. Models of the Reading Process
 - 4.4.3. Saccadic Movements and Their Relation to Reading
 - 4.4.4. How Saccadic Movements are Assessed
 - 4.4.5. The Reading Process at the Visual Level
 - 4.4.6. Visual Memory in the Reading Process
 - 4.4.7. Investigations to Study the Relationship Between Visual Memory and Reading
 - 4.4.8. Reading Difficulties
 - 4.4.9. Specialized Teachers
 - 4.4.10. Social Educators
 - 4.4.11. Summary
 - 4.4.12. Bibliographical References
- 4.5. Visual Accommodation and its Relation to Posture in the Classroom
 - 4.5.1. Introduction
 - 4.5.2. Mechanisms that Allow for Accommodation or Focus
 - 4.5.3. How is Visual Accommodation Assessed?
 - 4.5.4. Body Posture in the Classroom
 - 4.5.5. Visual Accommodation Training Programs
 - 4.5.6. Aids for Visually Impaired Students
 - 4.5.7. Summary
 - 4.5.8. Bibliographical References
- 4.6. Structure and Function of the Ear
 - 4.6.1. Introduction
 - 4.6.2. The World of Sound
 - 4.6.3. Sound and its Propagation
 - 4.6.4. The Auditory Receptors
 - 4.6.5. Ear Structure
 - 4.6.6. Development of the Hearing System at Birth
 - 4.6.7. Development of Sensory Systems during Infancy
 - 4.6.8. Influence of the Ear on Balance Development
 - 4.6.9. Ear Diseases
 - 4.6.10. Summary
 - 4.6.11. Bibliographical References
- 4.7. Auditory Perception
 - 4.7.1. Introduction
 - 4.7.2. Guidelines for Detecting Auditory Perception Problems
 - 4.7.3. The Perceptive Process
 - 4.7.4. Role of the Auditory Pathways in Perceptual Processes
 - 4.7.5. Children with Impaired Auditory Perception
 - 4.7.6. Evaluation Tests
 - 4.7.7. Summary
 - 4.7.8. Bibliographical References
- 4.8. Evaluation of Hearing and its Alterations
 - 4.8.1. Introduction
 - 4.8.2. Evaluation of the External Auditory Canal
 - 4.8.3. Otoscopy
 - 4.8.4. Air Audiometry
 - 4.8.5. Bone Conduction Hearing
 - 4.8.6. Curve of the Pain Threshold
 - 4.8.7. Tone Audiometry, Vocal Audiometry and Acoustic Audiometry
 - 4.8.8. Hearing Impairment: Degrees and Types of Hearing Loss
 - 4.8.9. Causes of Hearing Loss
 - 4.8.10. Psychobiological Aspects of Hearing Impairment
 - 4.8.11. Summary
 - 4.8.12. Bibliographical References

- 4.9. Hearing and Learning Development
 - 4.9.1. Introduction
 - 4.9.2. Development of the Human Ear
 - 4.9.3. Programs, Activities and Games for Auditory Development in Children
 - 4.9.4. Berard Method
 - 4.9.5. Tomatis Method
 - 4.9.6. Visual and Hearing Health
 - 4.9.7. Adaptations of Curricular Elements
 - 4.9.8. Summary
 - 4.9.9. Bibliographical References
- 4.10. Vision and Hearing Processes Involved in Reading
 - 4.10.1. Introduction
 - 4.10.2. Tracking Eye Movements
 - 4.10.3. The Visual System and Reading
 - 4.10.4. Dyslexia
 - 4.10.5. Color-Based Therapies for Dyslexia
 - 4.10.6. Visual Impairment Aids
 - 4.10.7. Summary
 - 4.10.8. Bibliographical References
- 4.11. Relationship Between Vision and Hearing in Language
 - 4.11.1. Introduction
 - 4.11.2. Relationship Between Vision and Hearing
 - 4.11.3. Verbal, Auditory and Visual Information Processing
 - 4.11.4. Intervention Programs for Hearing Disorders
 - 4.11.5. Guidelines for Teachers
 - 4.11.6. Summary
 - 4.11.7. Bibliographical References



Module 5. Neurolinguistic Processes, Difficulties and Intervention Programs

- 5.1. Neurobiological Basis Involved in Language
 - 5.1.1. Introduction
 - 5.1.2. Language Definitions
 - 5.1.3. Historical Background
 - 5.1.4. Summary
 - 5.1.5. Bibliographical References
- 5.2. Language Development
 - 5.2.1. Introduction
 - 5.2.2. Appearance of Language
 - 5.2.3. Acquisition of Language
 - 5.2.4. Summary
 - 5.2.5. Bibliographical References
- 5.3. Neuropsychological Approaches to Language
 - 5.3.1. Introduction
 - 5.3.2. Brain Processes of Language
 - 5.3.3. Brain Areas Involved
 - 5.3.4. Neurolinguistic processes
 - 5.3.5. Brain Centers Involved in Comprehension
 - 5.3.6. Summary
 - 5.3.7. Bibliographical References
- 5.4. Neuropsychology of Language Comprehension
 - 5.4.1. Introduction
 - 5.4.2. Brain Areas Involved in Comprehension
 - 5.4.3. Sounds
 - 5.4.4. Syntactic Structures for Linguistic Comprehension
 - 5.4.5. Semantic Processes and Meaningful Learning
 - 5.4.6. Reading Comprehension
 - 5.4.7. Summary
 - 5.4.8. Bibliographical References
- 5.5. Communication Through Language
 - 5.5.1. Introduction
 - 5.5.2. Language as a Tool for Communication
 - 5.5.3. Evolution of Language
 - 5.5.4. Social Communication
 - 5.5.5. Summary
 - 5.5.6. Bibliographical References
- 5.6. Language Disorders
 - 5.6.1. Introduction
 - 5.6.2. Speech and Language Disorders
 - 5.6.3. Professionals Involved in the Treatment
 - 5.6.4. Classroom Implications
 - 5.6.5. Summary
 - 5.6.6. Bibliographical References
- 5.7. Aphasia
 - 5.7.1. Introduction
 - 5.7.2. Types of Aphasia
 - 5.7.3. Diagnosis
 - 5.7.4. Assessment
 - 5.7.5. Summary
 - 5.7.6. Bibliographical References
- 5.8. Language Stimulation
 - 5.8.1. Introduction
 - 5.8.2. Importance of Language Stimulation
 - 5.8.3. Phonetic-Phonological Stimulation
 - 5.8.4. Lexicosemantic Stimulation
 - 5.8.5. Morphosyntactic Stimulation
 - 5.8.6. Pragmatic Stimulation
 - 5.8.7. Summary
 - 5.8.8. Bibliographical References

- 5.9. Reading and Writing Disorders
 - 5.9.1. Introduction
 - 5.9.2. Delayed Reading
 - 5.9.3. Dyslexia
 - 5.9.4. Dysorthographia
 - 5.9.5. Dysgraphia
 - 5.9.6. Treatment of Reading and Writing Disorders
 - 5.9.7. Summary
 - 5.9.8. Bibliographical References
- 5.10. Evaluation and Diagnosis of Language Difficulties
 - 5.10.1. Introduction
 - 5.10.2. Language Evaluation
 - 5.10.3. Language Assessment Procedures
 - 5.10.4. Psychological Tests for Assessing Language
 - 5.10.5. Summary
 - 5.10.6. Bibliographical References
- 5.11. Intervention in Language Disorders
 - 5.11.1. Introduction
 - 5.11.2. Implementation of Improvement Programs
 - 5.11.3. Improvement Programs
 - 5.11.4. Improvement Programs Using New Technologies
 - 5.11.5. Summary
 - 5.11.6. Bibliographical References
- 5.12. Incidence of Language Difficulties on Academic Performance
 - 5.12.1. Introduction
 - 5.12.2. Linguistic Processes
 - 5.12.3. Incidence of Language Disorders
 - 5.12.4. Relationship Between Hearing and Language
 - 5.12.5. Summary
 - 5.12.6. Bibliographical References

- 5.13. Guidance for Parents and Teachers
 - 5.13.1. Introduction
 - 5.13.2. Language Stimulation
 - 5.13.3. Reading Stimulation
 - 5.13.4. Summary
 - 5.13.5. Bibliographical References

Module 6. Multiple Intelligences, Creativity, Talent and Higher Abilities

- 6.1. Theory of Multiple Intelligences
 - 6.1.1. Introduction
 - 6.1.2. Background
 - 6.1.3. Conceptualization
 - 6.1.4. Validation
 - 6.1.5. Premises and Basic Principles of Theories
 - 6.1.6. Neuropsychological and Cognitive Science
 - 6.1.7. Classification of the Theories of Multiple Intelligences
 - 6.1.8. Summary
 - 6.1.9. Bibliographical References
- 6.2. Types of Multiple Intelligences
 - 6.2.1. Introduction
 - 6.2.2. Types of Intelligence
 - 6.2.3. Summary
 - 6.2.4. Bibliographical References
- 6.3. Assessment of Multiple Intelligences
 - 6.3.1. Introduction
 - 6.3.2. Background
 - 6.3.3. Types of Assessments
 - 6.3.4. Aspects to Consider in the Assessment
 - 6.3.5. Summary
 - 6.3.6. Bibliographical References

- 6.4. Creativity
 - 6.4.1. Introduction
 - 6.4.2. Concepts and Theories of Creativity
 - 6.4.3. Approaches to the Study of Creativity
 - 6.4.4. Characteristics of Creative Thinking
 - 6.4.5. Types of Creativity
 - 6.4.6. Summary
 - 6.4.7. Bibliographical References
- 6.5. Neuropsychological Basis of Creativity
 - 6.5.1. Introduction
 - 6.5.2. Background
 - 6.5.3. Characteristics of Creative People
 - 6.5.4. Creative Products
 - 6.5.5. Neuropsychological Bases of Creativity
 - 6.5.6. Influence of the Environment and Context on Creativity
 - 6.5.7. Summary
 - 6.5.8. Bibliographical References
- 6.6. Creativity in the Educational Context
 - 6.6.1. Introduction
 - 6.6.2. Creativity in the Classroom
 - 6.6.3. Stages of the Creative Process
 - 6.6.4. How to Work on Creativity?
 - 6.6.5. Connection Between Creativity and Thinking
 - 6.6.6. Modification in the Educational Context
 - 6.6.7. Summary
 - 6.6.8. Bibliographical References
- 6.7. Methodologies for Developing Creativity
 - 6.7.1. Introduction
 - 6.7.2. Programs for Developing Creativity
 - 6.7.3. Projects for Developing Creativity
 - 6.7.4. Promoting Creativity in the Family Context
 - 6.7.5. Summary
 - 6.7.6. Bibliographical References
- 6.8. Creativity Assessment and Guidance
 - 6.8.1. Introduction
 - 6.8.2. Considerations on Assessment
 - 6.8.3. Evaluation Tests
 - 6.8.4. Subjective Assessment Tests
 - 6.8.5. Guidance on Assessment
 - 6.8.6. Summary
 - 6.8.7. Bibliographical References
- 6.9. High Capacities and Talents
 - 6.9.1. Introduction
 - 6.9.2. Relationship Between Giftedness and High Capacities
 - 6.9.3. Connection Between Heredity and Environment
 - 6.9.4. Neuropsychological Foundation
 - 6.9.5. Models of Giftedness
 - 6.9.6. Summary
 - 6.9.7. Bibliographical References
- 6.10. Identification and Diagnosis of High Capacities
 - 6.10.1. Introduction
 - 6.10.2. Main Characteristics
 - 6.10.3. How to Identify High Capacities?
 - 6.10.4. Role the Involved Agents
 - 6.10.5. Assessment Tests and Instruments
 - 6.10.6. Intervention Programs
 - 6.10.7. Summary
 - 6.10.8. Bibliographical References
- 6.11. Problems and Difficulties
 - 6.11.1. Introduction
 - 6.11.2. Problems and Difficulties in the School Environment
 - 6.11.3. Myths and Beliefs
 - 6.11.4. Desynchronies
 - 6.11.5. Differential Diagnosis
 - 6.11.6. Differences Between Genders
 - 6.11.7. Educational Needs
 - 6.11.8. Summary
 - 6.11.9. Bibliographical References

- 6.12. Connection Between Multiple Intelligences, High Capacities, Talent and Creativity
 - 6.12.1. Introduction
 - 6.12.2. Connection Between Multiple Intelligences and Creativity
 - 6.12.3. Connection Between Multiple Intelligences, High Capacities and Talents
 - 6.12.4. Differences Between Talent and High Capacities
 - 6.12.5. Creativity, High Capacities and Talent
 - 6.12.6. Summary
 - 6.12.7. Bibliographical References
- 6.13. Guiding and Developing Multiple Intelligences
 - 6.13.1. Introduction
 - 6.13.2. Advising Teachers
 - 6.13.3. Multidimensional Student Development
 - 6.13.4. Curricular Enrichment
 - 6.13.5. Strategies at Different Educational Levels
 - 6.13.6. Summary
 - 6.13.7. Bibliographical References
- 6.14. Creativity for Problem-Solving
 - 6.14.1. Introduction
 - 6.14.2. Models of the Creative Process for Problem Solving
 - 6.14.3. Creative Project Development
 - 6.14.4. Summary
 - 6.14.5. Bibliographical References
- 6.15. Educational Process and Family Support
 - 6.15.1. Introduction
 - 6.15.2. Guidelines for Teachers
 - 6.15.3. Educational Response in Children
 - 6.15.4. Educational Response in Primary Education
 - 6.15.5. Educational Response in Secondary Education
 - 6.15.6. Coordination with Families
 - 6.15.7. Program Implementation
 - 6.15.8. Summary
 - 6.15.9. Bibliographical References

Module 7. Dyslexia, Dyscalculia and Hyperactivity

- 7.1. History of Learning Difficulties
 - 7.1.1. Introduction
 - 7.1.2. Definition of Learning Difficulties
 - 7.1.3. Historical Development
 - 7.1.4. Current Learning Difficulties
 - 7.1.5. Neuropsychology of Learning Difficulties
 - 7.1.6. Causes of Learning Difficulties
 - 7.1.7. Classification of Learning Difficulties
 - 7.1.8. Summary
 - 7.1.9. Bibliographical References
- 7.2. Conceptualization of Dyslexia
 - 7.2.1. Introduction
 - 7.2.2. Definition
 - 7.2.3. Neuropsychological Bases
 - 7.2.4. Features
 - 7.2.5. Subtypes
 - 7.2.6. Summary
 - 7.2.7. Bibliographical References
- 7.3. Neuropsychological Assessment of Dyslexia
 - 7.3.1. Introduction
 - 7.3.2. Diagnostic Criteria for Dyslexia
 - 7.3.3. How to Assess it?
 - 7.3.4. Interview with the Tutor
 - 7.3.5. Reading and Writing
 - 7.3.6. Neuropsychological Assessment
 - 7.3.7. Assessment of Other Related Aspects
 - 7.3.8. Summary
 - 7.3.9. Bibliographical References



- 7.4. Neuropsychological Intervention of Dyslexia
 - 7.4.1. Introduction
 - 7.4.2. Variables Involved
 - 7.4.3. Neuropsychological Field
 - 7.4.4. Intervention Programs
 - 7.4.5. Summary
 - 7.4.6. Bibliographical References
- 7.5. Conceptualization of Dyscalculia
 - 7.5.1. Introduction
 - 7.5.2. Definition of Dyscalculia
 - 7.5.3. Features
 - 7.5.4. Neurophysiological Basis
 - 7.5.5. Summary
 - 7.5.6. Bibliographical References
- 7.6. Neuropsychological Assessment of Dyscalculia
 - 7.6.1. Introduction
 - 7.6.2. Assessment Objectives
 - 7.6.3. How to Assess it?
 - 7.6.4. Report
 - 7.6.5. Diagnosis
 - 7.6.6. Summary
 - 7.6.7. Bibliographical References
- 7.7. Neuropsychological Interventions of Dyscalculia
 - 7.7.1. Introduction
 - 7.7.2. Variables Involved in the Treatment
 - 7.7.3. Neuropsychological Rehabilitation
 - 7.7.4. Intervention in Dyscalculia
 - 7.7.5. Summary
 - 7.7.6. Bibliographical References

- 7.8. Conceptualization of ADHD
 - 7.8.1. Introduction
 - 7.8.2. TDAH definition
 - 7.8.3. Neuropsychological Bases
 - 7.8.4. Characteristics of Children with ADHD
 - 7.8.5. Subtypes
 - 7.8.6. Summary
 - 7.8.7. Bibliographical References
- 7.9. Neuropsychological Assessment of ADHD
 - 7.9.1. Introduction
 - 7.9.2. Assessment Objectives
 - 7.9.3. How to Assess it?
 - 7.9.4. Report
 - 7.9.5. Diagnosis
 - 7.9.6. Summary
 - 7.9.7. Bibliographical References
- 7.10. Neuropsychological Interventions of ADHD
 - 7.10.1. Introduction
 - 7.10.2. Neuropsychological Field
 - 7.10.3. Treatment of ADHD
 - 7.10.4. Other Therapies
 - 7.10.5. Intervention Programs
 - 7.10.6. Summary
 - 7.10.7. Bibliographical References
- 7.11. Comorbidity in Neurodevelopmental Disorders
 - 7.11.1. Introduction
 - 7.11.2. Neurodevelopment Disorders
 - 7.11.3. Dyslexia and Dyscalculia
 - 7.11.4. Dyslexia and ADHD
 - 7.11.5. Dyscalculia and ADHD
 - 7.11.6. Summary
 - 7.11.7. Bibliographical References

- 7.12. Neurotechnology
 - 7.12.1. Introduction
 - 7.12.2. Applied to Dyslexia
 - 7.12.3. Applied to Dyscalculia
 - 7.12.4. Applied to ADHD
 - 7.12.5. Summary
 - 7.12.6. Bibliographical References
- 7.13. Guidance for Parents and Teachers
 - 7.13.1. Introduction
 - 7.13.2. Guidance on Dyslexia
 - 7.13.3. Guidance on Dyscalculia
 - 7.13.4. Guidance on ADHD
 - 7.13.5. Summary
 - 7.13.6. Bibliographical References

Module 8. Research Methodology I

- 8.1. Research Methodology
 - 8.1.1. Introduction
 - 8.1.2. The Importance of Research Methodology
 - 8.1.3. Scientific Knowledge
 - 8.1.4. Research Approaches
 - 8.1.5. Summary
 - 8.1.6. Bibliographical References
- 8.2. Choosing the Topic to Research
 - 8.2.1. Introduction
 - 8.2.2. The Issue of Research
 - 8.2.3. Defining the Problem
 - 8.2.4. Choice of the Research Question
 - 8.2.5. Research Objectives
 - 8.2.6. Variables: Types
 - 8.2.7. Summary
 - 8.2.8. Bibliographical References

- 8.3. Research Proposal
 - 8.3.1. Introduction
 - 8.3.2. Research Hypothesis
 - 8.3.3. Feasibility of the Research Project
 - 8.3.4. Introduction and Justification of the Research
 - 8.3.5. Summary
 - 8.3.6. Bibliographic References
- 8.4. Theoretical Framework
 - 8.4.1. Introduction
 - 8.4.2. Elaboration of the Theoretical Framework
 - 8.4.3. Resources Used
 - 8.4.4. APA Standards
 - 8.4.5. Summary
 - 8.4.6. Bibliographical References
- 8.5. Bibliography
 - 8.5.1. Introduction
 - 8.5.2. Importance of Bibliographic References
 - 8.5.3. How to Reference According to APA Standards
 - 8.5.4. Format of Annexes: Tables and Figures
 - 8.5.5. Bibliography Managers: What are They and How to Use Them?
 - 8.5.6. Summary
 - 8.5.7. Bibliographical References
- 8.6. Methodological Framework
 - 8.6.1. Introduction
 - 8.6.2. Roadmap
 - 8.6.3. Sections to be Included in the Methodological Framework
 - 8.6.4. The Population
 - 8.6.5. The Sample
 - 8.6.6. Variables
 - 8.6.7. Instruments
 - 8.6.8. Procedure
 - 8.6.9. Summary
 - 8.6.10. Bibliographical References
- 8.7. Research Designs
 - 8.7.1. Introduction
 - 8.7.2. Types of Designs
 - 8.7.3. Characteristics of the Designs Used in Psychology
 - 8.7.4. Research Designs Used in Education
 - 8.7.5. Research Designs Used in Education Neuropsychology
 - 8.7.6. Summary
 - 8.7.7. Bibliographical References
- 8.8. Quantitative Research
 - 8.8.1. Introduction
 - 8.8.2. Designing Randomized Groups
 - 8.8.3. Designing Randomized Groups with Blocks
 - 8.8.4. Other Designs used in Psychology
 - 8.8.5. Statistical Techniques in Quantitative Research
 - 8.8.6. Summary
 - 8.8.7. Bibliographical References
- 8.9. Quantitative Research II
 - 8.9.1. Introduction
 - 8.9.2. Unifactorial Intrasubject Designs
 - 8.9.3. Techniques for Controlling the Effects of Intrasubject Designs
 - 8.9.4. Statistical Techniques
 - 8.9.5. Summary
 - 8.9.6. Bibliographical References
- 8.10. Results
 - 8.10.1. Introduction
 - 8.10.2. How to Gather Data?
 - 8.10.3. How to Analyze Data?
 - 8.10.4. Statistical Programs
 - 8.10.5. Summary
 - 8.10.6. Bibliographical References

- 8.11. Descriptive Statistics
 - 8.11.1. Introduction
 - 8.11.2. Research Variables
 - 8.11.3. Quantitative Analyses
 - 8.11.4. Qualitative Analyses
 - 8.11.5. Resources that Can Be Used
 - 8.11.6. Summary
 - 8.11.7. Bibliographical References
- 8.12. Hypothesis Contrast
 - 8.12.1. Introduction
 - 8.12.2. Statistical Hypotheses
 - 8.12.3. How to Interpret Significance (P Value)
 - 8.12.4. Criteria for Analyzing Parametric and Non-Parametric Tests
 - 8.12.5. Summary
 - 8.12.6. Bibliographical References
- 8.13. Correlational Statistics and Independence Analysis
 - 8.13.1. Introduction
 - 8.13.2. Pearson Correlation
 - 8.13.3. Spearman's Correlation and Chi-Square
 - 8.13.4. Results
 - 8.13.5. Summary
 - 8.13.6. Bibliographical References
- 8.14. Group Comparison Statistics
 - 8.14.1. Introduction
 - 8.14.2. Mann-Whitney T-Test and Mann-Whitney U-Test
 - 8.14.3. T-Test Wilcoxon Signed Ranges
 - 8.14.4. The Results
 - 8.14.5. Summary
 - 8.14.6. Bibliographical References

- 8.15. Discussion and Conclusions
 - 8.15.1. Introduction
 - 8.15.2. What is the Discussion?
 - 8.15.3. Organization of the Discussion
 - 8.15.4. Conclusions
 - 8.15.5. Limitations and Outlook
 - 8.15.6. Summary
 - 8.15.7. Bibliographical References
- 8.16. Producing the Final Professional Master's Degree Dissertation
 - 8.16.1. Introduction
 - 8.16.2. Front Page and Contents
 - 8.16.3. Introduction and Justification
 - 8.16.4. Theoretical Framework
 - 8.16.5. Methodological Framework
 - 8.16.6. The Results
 - 8.16.7. Intervention Program
 - 8.16.8. Discussion and Conclusions
 - 8.16.9. Summary
 - 8.16.10. Bibliographical References

Module 9. Research Methodology II

- 9.1. Research in the Educational Environment
 - 9.1.1. Introduction
 - 9.1.2. Research Characteristics
 - 9.1.3. Research in the Classroom
 - 9.1.4. Keys Needed for Research
 - 9.1.5. Examples:
 - 9.1.6. Summary
 - 9.1.7. Bibliographical References

- 9.2. Neuropsychological Research
 - 9.2.1. Introduction
 - 9.2.2. Educational Neuropsychological Research
 - 9.2.3. Knowledge and the Scientific Method
 - 9.2.4. Types of Approaches
 - 9.2.5. Research Stages
 - 9.2.6. Summary
 - 9.2.7. Bibliographical References
- 9.3. Ethics of Research
 - 9.3.1. Introduction
 - 9.3.2. Informed Consent
 - 9.3.3. Data Protection Law
 - 9.3.4. Summary
 - 9.3.5. Bibliographical References
- 9.4. Reliability and Validity
 - 9.4.1. Introduction
 - 9.4.2. Reliability and Validity in Research
 - 9.4.3. Reliability and Validity in Assessment
 - 9.4.4. Summary
 - 9.4.5. Bibliographical References
- 9.5. Controlling Variables in Research
 - 9.5.1. Introduction
 - 9.5.2. Choosing Variables
 - 9.5.3. Controlling Variables
 - 9.5.4. Sample Selection
 - 9.5.5. Summary
 - 9.5.6. Bibliographical References
- 9.6. The Quantitative Research Approach
 - 9.6.1. Introduction
 - 9.6.2. Features
 - 9.6.3. Stages
 - 9.6.4. Evaluation Tools
 - 9.6.5. Summary
 - 9.6.6. Bibliographical References
- 9.7. Qualitative Research Approach I
 - 9.7.1. Introduction
 - 9.7.2. Systematic Observation
 - 9.7.3. Research Stages
 - 9.7.4. Sampling Techniques
 - 9.7.5. Quality Control
 - 9.7.6. Statistical Techniques
 - 9.7.7. Summary
 - 9.7.8. Bibliographical References
- 9.8. Qualitative Research Approach II
 - 9.8.1. Introduction
 - 9.8.2. The Survey
 - 9.8.3. Sampling Techniques
 - 9.8.4. Survey Stages
 - 9.8.5. Research Designs
 - 9.8.6. Statistical Techniques
 - 9.8.7. Summary
 - 9.8.8. Bibliographical References
- 9.9. Qualitative Research Approach III
 - 9.9.1. Introduction
 - 9.9.2. Types of Interviews and Characteristics
 - 9.9.3. Preparing the Interview
 - 9.9.4. Group Interviews
 - 9.9.5. Statistical Techniques
 - 9.9.6. Summary
 - 9.9.7. Bibliographical References
- 9.10. Single Case Designs
 - 9.10.1. Introduction
 - 9.10.2. Features
 - 9.10.3. Types
 - 9.10.4. Statistical Techniques
 - 9.10.5. Summary
 - 9.10.6. Bibliographical References

- 9.11. Research-Action
 - 9.11.1. Introduction
 - 9.11.2. Objectives of Research-Action
 - 9.11.3. Features
 - 9.11.4. Phases
 - 9.11.5. Myths
 - 9.11.6. Examples
 - 9.11.7. Summary
 - 9.11.8. Bibliographical References
- 9.12. Gathering Information for Research
 - 9.12.1. Introduction
 - 9.12.2. Techniques for Gathering Information
 - 9.12.3. Assessing Research
 - 9.12.4. Assessment
 - 9.12.5. Interpretation of Results
 - 9.12.6. Summary
 - 9.12.7. Bibliographical References
- 9.13. Data Management in Research
 - 9.13.1. Introduction
 - 9.13.2. Databases
 - 9.13.3. Data in Excel
 - 9.13.4. Data in SPSS
 - 9.13.5. Summary
 - 9.13.6. Bibliographical References
- 9.14. Spreading Results in Neuropsychology
 - 9.14.1. Introduction
 - 9.14.2. Publications
 - 9.14.3. Specialized Journals
 - 9.14.4. Summary
 - 9.14.5. Bibliographical References





- 9.15. Scientific Journals
 - 9.15.1. Introduction
 - 9.15.2. Features
 - 9.15.3. Types of Journals
 - 9.15.4. Quality Indicators
 - 9.15.5. Submitting Articles
 - 9.15.6. Summary
 - 9.15.7. Bibliographical References
- 9.16. The Scientific Article
 - 9.16.1. Introduction
 - 9.16.2. Types and Characteristics
 - 9.16.3. Structure
 - 9.16.4. Quality Indicator
 - 9.16.5. Summary
 - 9.16.6. Bibliographical References
- 9.17. Scientific Conferences
 - 9.17.1. Introduction
 - 9.17.2. The Importance of Conferences
 - 9.17.3. Scientific Committees
 - 9.17.4. Oral Communications
 - 9.17.5. The Scientific Poster
 - 9.17.6. Summary
 - 9.17.7. Bibliographical References

“ A unique, key, and decisive training experience to boost your professional development”

06

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.





“

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 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

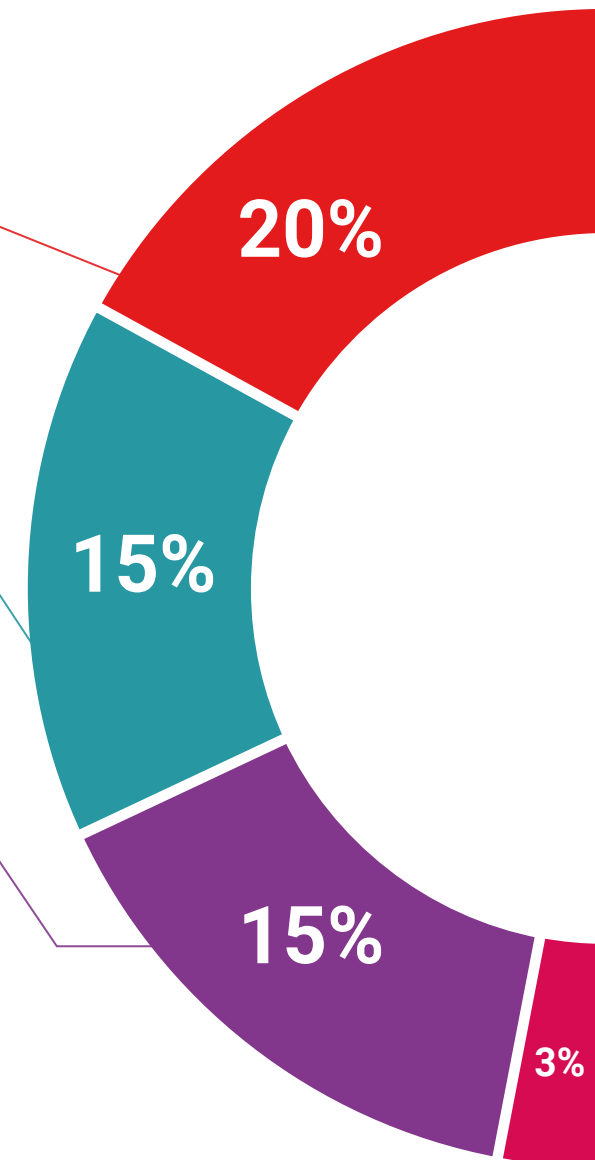
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.



07

Certificate

The Professional Master's Degree in Neuropsychology Research guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Global University.



“

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

This private qualification will allow you to obtain a **Postgraduate Certificate in Neuropsychology Research** 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.

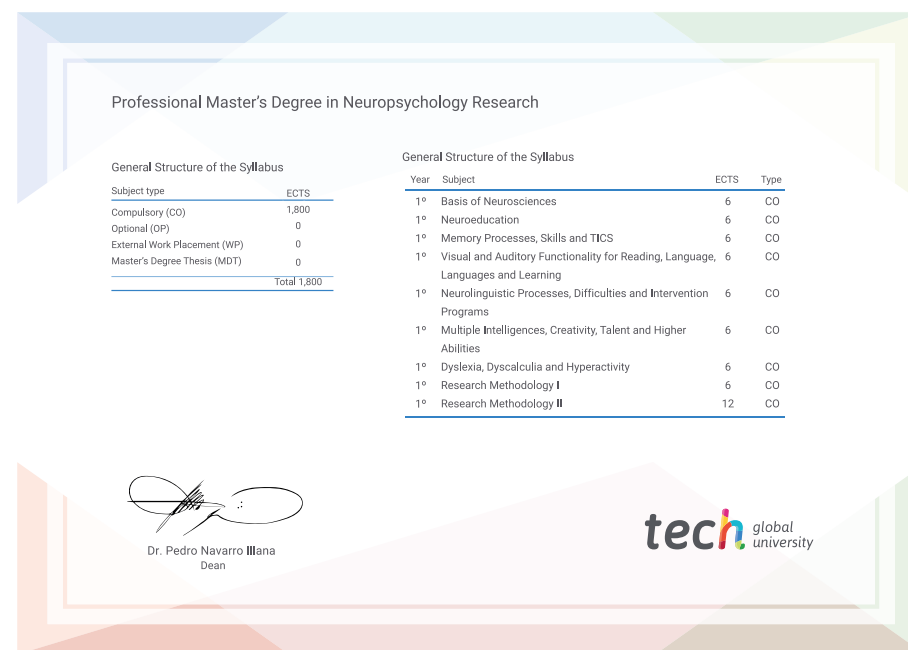
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Neuropsychology Research**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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

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



Professional Master's Degree

Neuropsychology Research

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

Professional Master's Degree Neuropsychology Research

