Professional Master's Degree
Social and Occupational Psychopedagogy

tech technological university

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Professional Master's Degree
Social and Occupational Psychopedagogy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/in/educacion/master/master-psicopedagogia-social-laboral**

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01

Introduction

The work of an educational psychologist has ceased to be a discipline confined to the school environment, and is now firmly established in different fields such as labor and social work. A boost to the profession that has intensely determined the progress in research and development and, indispensably, the need for its professionals to update their knowledge and advance. In this program, students will be able to acquire all the latest developments in this discipline.

Educational psychologists' work has become an element present, in a standardized manner, in the socio-labor field. A presence that needs to be kept up to date Don't get 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 presence and intervention, that make constant updating an indispensable condition.

This increasingly broad program leaves the educational center in order to reach all types of sectors, specifically socio-labor, where it becomes an invaluable asset. The new social and labor circumstances, the new educational challenges, the vertiginous evolution of cultural contexts and many other challenges, require the greatest capacity in the professionals of Psychopedagogy.

In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, school, or family life, sexual or functional diversity, or any of the new paradigms are not static, but evolve and constantly require a competent look that supports, guides, and serves as a reference and, in turn, has adequate professional support.

A complete panorama of intense challenges that, in this comprehensive program, TECH tries to help to face; with the support of the most complete human and technological resources that will allow students to move forward in a safe, comfortable and efficient way.

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

- Practical cases presented by Psychopedagogy Experts
- Designed with graphic, schematic, and eminently practical content
- News on Psychopedagogy: Sociolaboral itineraries
- Practical exercises where 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 Psychopedagogy: Sociolaboral itineraries
- 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 to compete in this field"

The most advanced forms of intervention and resources for psychological support and guidance, in this Professional Master's Degree created especially to boost your competitiveness"

A quality Professional Master's Degree, developed by experts in the field, who will offer their professional and teaching experience to accompany you throughout your program.

Designed to allow you to combine your studies with other occupations, smoothly and comfortably, without giving anything up.

The teaching staff of this Professional Master's Degree in Social and Occupational Psychopedagogy is made up of professionals in the sector, who pour all their knowledge and experience into this program 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 allow the Professional a situated and contextual learning, through which the student will be able to study in a simulated environment in which they will be able to learn in real situations.

This program is designed based on Problem-Based Learning, so that professionals will have to try to solve different professional practice situations that arise throughout the course. To do so, they will have the help of an innovative interactive video system created by recognized experts in the field of Psychopedagogy: Socio-labor itineraries, and with great teaching experience.

02

Objectives

The main objective of this program is to offer a high-quality complement to the specialization. Through the development of a very complete program, TECH will accompany you in the acquisition of the necessary skills and competencies to be able to deal with the challenges that Psychopedagogy faces in the exercise of its task. But it will also promote personal growth through a curriculum created to encourage intellectual development.

This Professional Master's Degree will confront you with real challenges that will allow you to carry out a contextual learning, learning in a practical way with the best current study methods"

General Objectives

- Acquire new competencies and skills in the area of Psychopedagogy
- Get up to date in the area of Psychopedagogy in the school context
- 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 be innovative in order to respond to new demands

Acquire the essential knowledge to be the manager of a high-quality Psychopedagogical Intervention in the social and occupational area"

Specific Objectives

Module 1. Main 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 Counseling 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. Psychopedagogical Diagnosis in the Social and Community Environment

- Understand socio-community intervention to develop psychopedagogical techniques
- Differentiate the dual framework of social and health care activities: non-formal and informal education
- Develop different socio-educational programs according to age groups
- Learn to work with different special vulnerability groups

Module 5. Professional Integration, Lifelong Learning and Professional Development

- Address work and social environments from an educational perspective
- Provide students with the key elements of socio-labor services and projects

Module 6. Design, Management and Evaluation of Social and Occupational Projects

- Address work and social environments from an educational perspective
- Reflect on information and knowledge societies
- Learn about the quality of socio-labor projects and services
- Learn to perform an analysis of reality
- Learn how to carry out a socio-educational diagnosis

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 program types, 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, health promotion and prevention
- Understand Health from the Ecology of Human Development
- Diagnose, plan, implement, and evaluate health education projects
- Intervene in Hospital and/or Home Settings
- Understand, evaluate, intervene, and improve individual, family, and collective resilience

Module 9. Psychopedagogical Counseling for 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 for families in situations of psychosocial risk
- 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
- Learn about the latest Technological Advances Applicable to Education
- Learn how to implement New Technology in the Curricular Development of Students with SEN

Module 11. Technological Innovation in Teaching

- 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 comprehensive program students will be able to renew and improve their skillset in the area of school psychopedagogy, incorporating new international perspectives and forms of intervention in a progressive but rapid manner. A way of learning that will allow students to apply everything learned from the program to their professional work almost immediately.

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

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 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

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 occupational area of Psychopedagogy
- 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
- Be able to develop efficient socio-community intervention programs
- Have a good command of the existing educational programs to be applied
- Know how to work with different age groups and apply timely intervention
- Have the ability to efficiently orient towards labor market insertion
- Recognize the existing labor integration pathways
- Design a complete and efficient socio-labor project
- Be able to use all existing resources
- 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
- Create protocols for inclusive education
- Utilize existing resources for inclusive education
- Develop measures to promote inclusion
- Incorporate the latest technological advances applicable to education into the work method
- Turn new technology into a daily resource in the curricular development of students with SEN

Psychopedagogy is a discipline in permanent evolution We offer you the best up-to-date program, with the quality you've been waiting for"

04

Course Management

Within the concept of total quality of the program, we are proud to offer our students 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.

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

D. Alfonso Suárez, Álvaro

- Positions: 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 insertion interventions for people with severe mental illness
- Graduate in Psychopedagogy from the University of Laguna

05

Structure and Content

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

An educational program carefully developed to offer you a preparatory itinerary of global quality and proven effectiveness"

Module 1. Main Psychological Theories and Evolutionary Development Stages

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. Sensory-Motor 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)
  - 1.1.3.6. Formal Operations Stage (11-12 years and older)
- 1.1.4. Sociocultural Theory of Lev Vigotsky
  - 1.1.4.1. How do we Learn?
  - 1.1.4.2. Higher Psychological Functions
  - 1.1.4.3. Language as 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
- 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
- 1.3.2. Development from 3-6 years of age
  - 1.3.2.1. Introduction
  - 1.3.2.2. Motor Development
  - 1.3.2.3. Cognitive Development
  - 1.3.2.4. Language Development
  - 1.3.2.5. Social Development

1.4. Milestones of Alarm in Child Development

1.5. Cognitive and Socio-Affective Development from 7 to 11 Years of Age

1.6. Cognitive Development during Adolescence and early Adulthood

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

2.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
- 2.1.1. Concept and Functions of Educational Diagnosis Qualities of the Diagnostician
  - 2.1.1.1. Concept of Educational Diagnosis
  - 2.1.1.2. Functions of Educational Diagnosis
  - 2.1.1.3. Qualities of the Diagnostician
- 2.1.2. Dimensions, Scopes, and Areas of Action
  - 2.1.2.1. Dimensions of the Psychopedagogical Intervention
  - 2.1.2.2. Spheres and Areas of Intervention

2.2. Psychopedagogical Evaluation: Function and Nature
- 2.2.1. Concept, Purpose, and Context
  - 2.2.1.1. Concept of Psychopedagogical Assessment
  - 2.2.1.2. Purpose of the Psychopedagogical Assessment
  - 2.2.1.3. Context of the Evaluation
- 2.2.2. Psychopedagogical Assessment Procedure Evaluation in the School and Family Context
  - 2.2.2.1. Psychopedagogical Assessment Procedure
  - 2.2.2.2. Assessment in the School Context
  - 2.2.2.3. Assessment in the Family Context

2.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
- 2.3.1. The Diagnostic Process and its Stages

2.3.1.1 Diagnostic Process
  - 2.3.1.2. Stages of Diagnosis

2.4. The Psychopedagogical Assessment Process According to Different Action Fields
- 2.4.1. Assessment as a Process
- 2.4.2. Action Fields and Areas of Intervention and Assessment in the School and Family Context
  - 2.4.2.1. Fields and Areas of Action
  - 2.4.2.2. Assessment Process in the School Context
  - 2.4.2.3. Assessment Process in the Family Context

2.5. Design and Phases of Psychopedagogical Assessment
- 2.5.1. Psychopedagogical Assessment Procedure and its Phases
  - 2.5.1.1. Psychopedagogical Assessment Procedure
  - 2.5.1.2. Psychopedagogical Assessment Phases

2.6. Techniques and Instruments of Psychopedagogical Assessment
- 2.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
  - 2.6.1.1. Qualitative Assessment Techniques and Instruments
  - 2.6.1.2. Quantitative Assessment Techniques and Instruments

2.7. Psychopedagogical Assessment in the School Context
- 2.7.1. Assessment in the Classroom, Center and Family Context
  - 2.7.1.1. Assessment in the Classroom Context
  - 2.7.1.2. Assessment in the Center Context
  - 2.7.1.3. Assessment in the Family Context

2.8. Information Return and Follow-Up
- 2.8.1. Information Return and Follow-Up
  - 2.8.1.1. Return
  - 2.8.1.2. Monitoring

2.9. Models of Psychopedagogical Orientation
- 2.9.1. Clinical Model, Consultation Model, and Program Model
  - 2.9.1.1. Clinical Model
  - 2.9.1.2. Consultation Model
  - 2.9.1.3. Program Model

2.10. School Orientation: Tutorial and Family
- 2.10.1. School Guidance and the Tutorial Function Tutorial Action Plan
  - 2.10.1.1. School Guidance
  - 2.10.1.2. Tutorial Function
  - 2.10.1.3. Tutorial Action Plan

2.11. Vocational, Professional and Job Orientation
- 2.11.1. Vocational/Professional/Labor Orientation and Maturity. Approaches and Interests
  - 2.11.1.1. Vocational Orientation and Maturity
  - 2.11.1.2. Professional Orientation and Maturity
  - 2.11.1.3. Work Orientation and Maturity
  - 2.11.1.4. Approaches and Interests

2.12. Social, Health, Vulnerability and Social Exclusion Counseling
- 2.12.1. Concept, Purpose, and Socio-Health Contexts, and Contexts of Vulnerability or Social Exclusion Orientation Guidelines
  - 2.12.1.1. Counseling Concept and Context in the Social, Health and Vulnerability or Social Exclusion Field
  - 2.12.1.2. Purpose of Social, Health, Vulnerability and Social Exclusion Counseling

Module 3. Measurement, Research, and Educational Innovation

3.1. Introduction to Research and Innovation in Education
- 3.1.1. Relationship between Innovation and Research The Need for Research and Innovation in Education
  - 3.1.1.1. Innovation Concept
  - 3.1.1.2. Research Concept
  - 3.1.1.3. Relationship Between Innovation and Research
  - 3.1.1.4. The Need for Research and Innovation in Education

3.2. Research Planning I
- 3.2.1. Educational Research and Innovation Modalities
  - 3.2.1.1. Quantitative Approach
  - 3.2.1.2. Qualitative Approach
- 3.2.2. Stages of the Research and Innovation Process

3.3. Research Planning II
- 3.3.1. Planning and Development of Research or Field Work: Dissemination of Results
  - 3.3.1.1. Planning of the Research or Field Work
  - 3.3.1.2. Development of the Research or Field Work
  - 3.3.1.3. Dissemination of Results

3.4. Topic Selection and Essay Writing
- 3.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework Project and Final Report
  - 3.4.1.1. Selection of the Topic of Study
  - 3.4.1.2. Elaboration of the Theoretical Framework
  - 3.4.1.3. Project and Final Report

3.5. Quantitative Designs I
- 3.5.1. Experimental, Intergroup, Intragroup Designs
  - 3.5.1.1. Experimental Designs
  - 3.5.1.2. Intergroup Designs
  - 3.5.1.3. Intragroup Designs

3.6. Quantitative Designs II
- 3.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
  - 3.6.1.1. Quasi-Experimental Designs
  - 3.6.1.2. Descriptive Designs
  - 3.6.1.3. Correlational Designs

3.7. Qualitative Designs
- 3.7.1. Qualitative Research Conceptualization and Modalities
  - 3.7.1.1. Qualitative Research Conceptualization
  - 3.7.1.2. Ethnographic Research
  - 3.7.1.3. The Case Study
  - 3.7.1.4. Biographical-narrative Research
  - 3.7.1.5. Grounded Theory
  - 3.7.1.6. Action Research

3.8. Innovative Methodologies
- 3.8.1. Educational Innovation for School Improvement. Innovation and ICT
  - 3.8.1.1. Educational Innovation for School Improvement
  - 3.8.1.2. Innovation and ICT

3.9. Measurement and Evaluation: Techniques, Instruments and Data Collection I
- 3.9.1. The Collection of Information: Measurement and Evaluation. Data Collection Techniques and Instruments
  - 3.9.1.1. Data Collection: Measurement and Evaluation
  - 3.9.1.2. Data Collection Techniques and Instruments

3.10. Measurement and Evaluation: Techniques, Instruments and Data Collection II
- 3.10.1. Research Instruments: Tests
- 3.10.2. Reliability and Validity: Technical Requirements of Assessment Instruments in Education
  - 3.10.2.1. Reliability
  - 3.10.2.2. Validity

3.11. Quantitative Information Analysis
- 3.11.1. Statistical Analysis. Research Variables and Hypotheses
  - 3.11.1.1. Statistical Analysis
  - 3.11.1.2. Variables
  - 3.11.1.3. Hypotheses
  - 3.11.1.4. Descriptive Statistics
  - 3.11.1.5. Inferential Statistics

3.12. Analysis of Qualitative Information
- 3.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
  - 3.12.1.1. General Process of Qualitative Analysis
  - 3.12.1.2. Criteria of Scientific Rigor
- 3.12.2. Categorization and Coding of Data
  - 3.12.2.1. Data Categorization
  - 3.12.2.2. Data Coding

Module 4. Psychopedagogical Diagnosis in the Social and Community Environment

4.1. Concept and Purpose of Socio-Community Intervention
- 4.1.1. Concept, Principles and Purpose of Socio-Community Intervention Fields and Dimensions
  - 4.1.1.1. Concept and Principles of Socio-Community Intervention
  - 4.1.1.2. Purpose
  - 4.1.1.3. Fields and Dimensions

4.2. Socio-Community Intervention Agents and Recipients
- 4.2.1. Socio-Community Mediation: Social Agents and Target Audiences
  - 4.2.1.1. Social Agents
  - 4.2.1.2. Recipients

4.3. Dual Action Framework: Non-Formal and Informal Education
- 4.3.1. Non-Formal and Informal Education Conceptualization and Intervention Areas
  - 4.3.1.1. Non-Formal Education
  - 4.3.1.2. Intervention Areas in Non-Formal Education
  - 4.3.1.3. Informal Education
  - 4.3.1.4. Intervention Areas in Informal Education

4.4. Non-Formal Education Programs: Childhood
- 4.4.1. Non-Formal Child Care Programs
  - 4.4.1.1. Non-Formal Child Care Programs

4.5. Non-Formal Education Programs: Adolescence and Early Adulthood
- 4.5.1. Job Training, Social Component, NGOs: Adolescent and Public Entity Adolescent Programs
  - 4.5.1.1. Work Training Programs
  - 4.5.1.2. Social Component Programs
  - 4.5.1.3. NGO Programs for Adolescents
  - 4.5.1.4. Programs for Public Entity Adolescents

4.6. Non-Formal Education Programs: Middle Age
- 4.6.1. NGO Middle-Age Programs, Public Entity Middle-Age Programs, Job Training Programs
  - 4.6.1.1. NGO Programs for Middle-Aged People
  - 4.6.1.2. Middle-Age Public Entity Programs
  - 4.6.1.3. Work Training Programs

4.7. Non-Formal Education Programs: Seniors
- 4.7.1. Active Aging Senior Programs
  - 4.7.1.1. Active Aging
  - 4.7.1.2. Promoting Active Aging: Programs

4.8. Special Vulnerability Group Mediation: People in Prisons
- 4.8.1. Health Mediation and Mediation Project Design and Selection-Recruitment of Health Agents
  - 4.8.1.1. Health Mediation and Mediation Project Design
  - 4.8.1.2. Health Agents Selection and Recruitment

4.9. Special Vulnerability Group Mediation: Institutionalized Minors
- 4.9.1. Family Conflict Residential Foster Care and Conflict Resolution Programs
  - 4.9.1.1. Family Conflict
  - 4.9.1.2. Residential Foster Care
  - 4.9.1.3. Conflict Resolution Programs

4.10. Special Vulnerability Group Mediation: People in Situations of Marginalization and Extreme Poverty
- 4.10.1. Extreme Poverty and Human Rights Measurement and Mediation
  - 4.10.1.1. Extreme Poverty
  - 4.10.1.2. Human Rights
  - 4.10.1.3. Measurement
  - 4.10.1.4. Mediation

4.11. Special Vulnerability Group Mediation: People in Migratory Situations or Refugee Status
- 4.11.1. Projects Based on Refugee Status, Intercultural Mediators and Geographical Scope
  - 4.11.1.1. Projects Based on Refugee Status
  - 4.11.1.2. Intercultural Mediators
  - 4.11.1.3. Geographical Scope

4.12. Special Vulnerability Group Mediation: People Who Have Suffered Abuse or Mistreatment
- 4.12.1. Types of Abuse Mediators and Family Social Mediation
  - 4.12.1.1. The Concept of Abuse
  - 4.12.1.2. Types of Abuse
  - 4.12.1.3. Mediators and Family Social Mediation

Module 5. Insertion, Lifelong Learning and Professional Development

5.1. Employment: Necessity or Difficult Reality
- 5.1.1. Employment in the Economic Crisis Context
  - 5.1.1.1. Employment and Economic Crisis
- 5.1.2. Effects of Unemployment on Health Resilience Facing Unemployment
  - 5.1.2.1. Unemployment and Health
  - 5.1.2.2. Resilience Facing Unemployment

5.2. Professional Projects
- 5.2.1. Professional Project Concept and Characteristics Professional Project Creation
  - 5.2.1.1. Professional Project Concept
  - 5.2.1.2. Professional Project Characteristics
  - 5.2.1.3. Professional Project Creation

5.2.2. Job Maps and Portfolios
5.2.2.1. Job Maps
5.2.2.2. Professional Project Portfolios
5.3. Skills: Personal Characteristics for Employment
5.3.1. Personal Skills and Their Evaluation
5.3.1.1. Achievement Skills
5.3.1.2. Equipment and Personnel Management Skills
5.3.1.3. Cognitive Skills
5.3.1.4. Influence Skills
5.3.2. Skill Evaluation
5.3.2.1. Tools and Techniques
5.4. Employability
5.4.1. Concept of Employability and its Practical Utility. Relationship Between Employability and Self-Efficacy
5.4.1.1. Employability Concept
5.4.1.2. Employability Practicality
5.4.1.3. Employability and Self-Efficacy
5.5. Labor Market Insertion: Employment Reality
5.5.1. Context of Labor Market Insertion Intervention Guidelines to Improve the Quality of Training and Social and Labor Market Insertion
5.5.1.1. Labor Market Insertion Context What Is Labor Market Insertion?
5.1.2. Intervention Guidelines to Improve the Quality of Training and Social and Labor Market Insertion
5.6. Guidance to Improve Employment
5.6.1. Employment Orientation: CV Innovation, Job Search Plan, Recruitment Processes
5.6.1.1. Employment Orientation
5.6.1.2. CV Innovation
5.6.1.3. Job Search Plan
5.6.1.4. Recruitment Process
5.7. Guidance Programs Focused on Career Path Construction
5.7.1. Insertion Pathway Characteristics and Elaboration Elements Programs
5.7.1.1. What is an Insertion Itinerary?
5.7.1.2. What Elements Are Essential for the Development of the Itinerary?
5.7.1.3. Programs

5.8. Entrepreneurship Initiatives
- 5.8.1. Entrepreneurship Introduction and Pedagogy
  - 5.8.1.1. Entrepreneurship Concept
  - 5.8.1.2. Entrepreneurship Pedagogy

5.9. Concept of Lifelong Learning
- 5.9.1. History, Strategic Plans and Promotion
  - 5.9.1.1. Concept of Lifelong Learning
  - 5.9.1.2. History of Lifelong Learning
  - 5.9.1.3. Strategic Plans
  - 5.9.1.4. Promotion and Education in Lifelong Learning

5.10. Lifelong Learning Models
- 5.10.1. Lifelong Learning Models Change as Lifelong Learning
  - 5.10.1.1. Individually Oriented Training Model
  - 5.10.1.2. Development and Improvement Model
  - 5.10.1.3. Training or Institutional Model
  - 5.10.1.4. Observation-Evaluation Model
  - 5.10.1.5. Research or Inquiry Model

5.11. European Qualifications Framework
- 5.11.1. Professional Qualifications Social and Educational Accreditation System Functions
  - 5.11.1.1. Professional Qualifications Its Origins
  - 5.11.1.2. Social and Educational Accreditation System Functions

Module 6. Design, Management and Evaluation of Social and Occupational Projects

6.1. Society, Socialization and Society-Education Interaction
- 6.1.1. Globalization and Information and Knowledge Society Inequality and Education
  - 6.1.1.1. Globalization
  - 6.1.1.2. Information and Knowledge Society
  - 6.1.1.3. Inequality and Education

6.2. Socio-Labor Project Quality
- 6.2.1. Quality Concepts Service Quality
  - 6.2.1.1. Quality Concepts
  - 6.2.1.2. Service Quality

6.3. Social Responsibility and Strategic Planning
- 6.3.1. Strategic and User-Oriented Organizational Model
  - 6.3.1.1. Strategic and User-Oriented Organizational Model
  - 6.3.1.2. Social Responsibility
- 6.3.2. Strategic Planning and Basic Principles of Social and Occupational Projects
  - 6.3.2.1. Strategic Planning
  - 6.3.2.2. Basic Principles of Social and Occupational Projects

6.4. Reality Analysis and Problem Identification
- 6.4.1. Reality Analysis and Problem Identification. Functions and Fields
  - 6.4.1.1. Reality Analysis and Problem Identification
  - 6.4.1.2. Functions of Reality Analysis
  - 6.4.1.3. Fields Reality Analysis

6.5. Participatory Socio-Educational Diagnosis for Problem Identification
- 6.5.1. Diagnosis Phase
- 6.5.2. Study Object, Influence Area and Equipment Creation
  - 6.5.2.1. Object of Study
  - 6.5.2.2. Influence Area
  - 6.5.2.3. Equipment Creation

6.6. Social and Occupational Intervention Planning
- 6.6.1. Problem Justification and Formulation and Objectives
  - 6.6.1.1. Justification
  - 6.6.1.2. Problem Formulation
  - 6.6.1.3. General and Specific Objectives
- 6.6.2. Internal Planning and Management Models
  - 6.6.2.1. Planning Models
  - 6.6.2.2. Internal Management

6.7. Project Development Guide
- 6.7.1. Work Plan: Organizational Elements and Resources
  - 6.7.1.1. Work Plan
  - 6.7.1.2. Organizational, Operational and Methodological Elements
  - 6.7.1.3. Resources

6.8. Human Resources and Infrastructure
- 6.8.1. People Management and Resources
  - 6.8.1.1. People Management
- 6.8.2. Persons Assessment

6.9. Financial Management: Budgets, Execution and Auditing
- 6.9.1. Budget Preparation and Execution Audits
  - 6.9.1.1. Budget Preparation
  - 6.9.1.2. Budget Execution
  - 6.9.1.3. Audits

6.10. Performance Evaluation Models
- 6.10.1. Evaluation Designs
  - 6.10.1.1. Types of Evaluation Designs
- 6.10.2. Phases of the Process, Types, Methodology and Evaluation Instruments
  - 6.10.2.1. Phases of the Process
  - 6.10.2.2. Types of Designs
  - 6.10.2.3. Methodology
  - 6.10.2.4. Assessment Tools

6.11. Data Collection, Systematization and Analysis
- 6.11.1. Analysis, Technique and Procedure Types Access and Data Collection
  - 6.11.1.1. Data Analysis Types
  - 6.11.1.2. Data Collection Techniques
  - 6.11.1.3. Data Analysis Procedures
  - 6.11.1.4. Data Access
  - 6.11.1.5. Data Logging

6.12. Memos and Reports
- 6.12.1. Results, Report and Final Report Dissemination
  - 6.12.1.1. Dissemination of Results
  - 6.12.1.2. Memory
  - 6.12.1.3. Final Report

Module 7. Early Intervention

7.1. Educational Research and Innovation Introduction
- 7.1.1. Conceptualization and Historical Evolution of Early Intervention. Relationship between Development and Early Learning
  - 7.1.1.1. Concept of Early Care
  - 7.1.1.2. Historical Evolution Early Care
  - 7.1.1.3. Relationship between Development and Early Learning

7.2. Prevention and Main Areas in Early Care
- 7.2.1. Phases of the Research Process Spheres and Agents
  - 7.2.1.1. Research Process Phases in Early Care
  - 7.2.1.2. Early Care Fields
  - 7.2.1.3. Early Intervention Agents
- 7.2.2. Child Development and Early Care Centers

7.3. Neurodevelopmental Development During the First Years of Life
- 7.3.1. Major Biological and Social Risk Factors. Compensation Tools
  - 7.3.1.1. Main Biological Risk Factors
  - 7.3.1.2. Main Social Risk Factors
  - 7.3.1.3. Compensation Tools
- 7.3.2. Plasticity and Brain Function
  - 7.3.2.1. Concept of Brain Plasticity
  - 7.3.2.2. Brain Function

7.4. Early Psychoeducational Intervention in Cognitive Development
- 7.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 years old
  - 7.4.1.1. Theoretical Approaches to Cognitive Development
  - 7.4.1.2. Cognitive Development from 0 to 6 years old
- 7.4.2. The Preoperational Period
  - 7.4.2.1. Development in the Preoperational Period

7.5. Early Psychoeducational Intervention in Linguistic Development
- 7.5.1. Early Language Development, Warning Signs, and Early Language Intervention
  - 7.5.1.1. Early Language Development
  - 7.5.1.2. Warning Signs during Early Language Development
  - 7.5.1.3. Early Language Intervention

7.6. Early Psychoeducational Intervention in Social-Emotional Competence
- 7.6.1. Social-Emotional Development and Early Intervention in Social-emotional Development
  - 7.6.1.1. Social-Emotional Development
  - 7.6.1.2. Social Contexts and Interactions in Childhood
  - 7.6.1.3. Early Intervention in Social-emotional Development

7.7. Early Psychoeducational Intervention in Children at Social Risk
- 7.7.1. Situations of Social Risk. Typology of Maltreatment During Childhood
  - 7.7.1.1. Social Risk in Childhood
  - 7.7.1.2. Types of Maltreatment During Childhood
- 7.7.2. Methodological and Adaptation Strategies in Risk Situations
  - 7.7.2.1. Early Intervention Strategies
  - 7.7.2.2. Adaptation and Coping Strategies in Social Risk Situations

7.8. Early Care Intervention Programs
- 7.8.1. Intervention Models and Program Typology in Early Intervention Assessment
  - 7.8.1.1. Early Intervention Models
  - 7.8.1.2. Program Typology in Early Intervention
  - 7.8.1.3. Program Evaluation in Early Intervention

Module 8. Health Education and Psychopedagogy in Hospitals

8.1. Global Health Framework
- 8.1.1. Health Definition
- 8.1.2. International Organizations

8.2. Role of the Health Educators
- 8.2.1. Constructivism Pedagogical Model
- 8.2.2. Role of the Professional as a Mediator in Health Education
- 8.2.3. Significant Learning
- 8.2.4. Cooperative Learning

8.3. Culture and Health
- 8.3.1. Multiculturalism and Interculturalism
- 8.3.2. Health as a Complex Phenomenon
- 8.3.3. Affective Intelligence
- 8.3.4. Spiritual Intelligence

8.4. Health Education
- 8.4.1. Health Education
- 8.4.2. Health Promotion
- 8.4.3. Disease Prevention

8.5. Lifestyles and Human Development
- 8.5.1. Public Health
- 8.5.2. Lifestyles and Health
- 8.5.3. Human Development Ecology

8.6. Health Education Projects
- 8.6.1. What Is a Health Education Project?
- 8.6.2. Phases. Diagnosis, Planning, Implementation and Evaluation

8.7. Psychopedagogical Aspects Associated with Hospitalization
- 8.7.1. Hospital Pedagogy
- 8.7.2. Pedagogical Experiences Hospital Classrooms and Home Care
- 8.7.3. Life Coping and Non-Normative Events
- 8.7.4. Creativity in Psycho-pedagogical Intervention

8.8. Social Support in Health Risk Situations
- 8.8.1. Collaborative Context Building
- 8.8.2. Network Intervention in Psychopedagogical Work
- 8.8.3. Resilience, Family Resilience and Community Resilience

Module 9. Psychopedagogical Counseling to Families in Psychosocial Risk Situations

9.1. Construction of the Concept of Family
- 9.1.1. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
  - 9.1.1.1. The Family as a Context for Human Development
  - 9.1.1.2. Family Functions
  - 9.1.1.3. Family Dynamics and Rules
  - 9.1.1.4. Roles within the Family Context

9.2. Evolution of Family Institution
- 9.2.1. Social Changes and New Forms of Family Coexistence
  - 9.2.1.1. The Influence of Social Changes on the Family
  - 9.2.1.2. New Family Forms

9.2.2. Family Educational Styles
9.2.2.1. Democratic Style
9.2.2.2. Authoritarian Style
9.2.2.3. Negligent Style
9.2.2.4. Indulgent Style

9.3. Families at Psychosocial Risk
9.3.1. Psychosocial Risk, Psychosocial Risk Assessment Criteria, and Families at Psychosocial Risk
9.3.1.1. What is Psychosocial Risk?
9.3.1.2. Psychosocial Risk Assessment Criteria
9.3.1.3. Families in Psychosocial Risk Situation
9.3.2. Risk Factors vs. of Protection Factors
9.3.2.1. Risk Factors
9.3.2.2. Protective Factors

9.4. Processes of Orientation and Psycho-Pedagogical Intervention
9.4.1. Conceptualization of Psycho-Pedagogical Intervention and Models of Psycho-Pedagogical Intervention
9.4.1.1. Concept of Psychopedagogical Intervention in the Family Environment
9.4.1.2. Models of Psychopedagogical Intervention
9.4.2. Addressees, Areas, and Contexts of Psychopedagogical Intervention
9.4.2.1. Addressees of the Psychopedagogical Intervention
9.4.2.2. Areas of the Psychopedagogical Intervention
9.4.2.3. Contexts of the Psychopedagogical Intervention

9.5. The Socio-educational Intervention with Families
9.5.1. Concept, Foundations and Models of Family Socio-Educational Intervention
9.5.1.1. The Socio-Educational Intervention with Families
9.5.1.2. Principles of Psychoeducational Intervention with Families
9.5.1.3. Fundamentals of Socio-Educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
9.5.1.4. Models of Socio-Educational Intervention with Families

9.6. Socio-Educational Intervention with Families (II)
9.6.1. Family Intervention Educational Teams, Professional Skills and Tools and Techniques
9.6.1.1. Educational Teams of Family Intervention
9.6.1.2. Professional Skills
9.6.1.3. Tools and Techniques

9.7. Intervention in Situations of Risk and Child Abuse in the Family
9.7.1. Conceptualization and Typology of Child Abuse
9.7.1.1. The Concept of Child Abuse
9.7.1.2. Types of Child Maltreatment
9.7.2. Actions Against Child Abuse
9.7.2.1. Detection, Assessment, and Care
9.7.2.2. Protocols

9.8. Collaborative Frameworks Between Family and School
9.8. 1 Family and School as Collaborative Environments. Forms of Family Involvement at School
9.8.1.1. Family and School as Collaborative Environments
9.8.1.2. Forms of Family Participation in the School
9.8.1.3. 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 Teaching

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 Flipped Classroom
- 11.4.1. What it is Based On?
- 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 Apps in AR
- 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

This is your moment; push yourself with an intensive program that will put you at the forefront of the job market"

06

Methodology

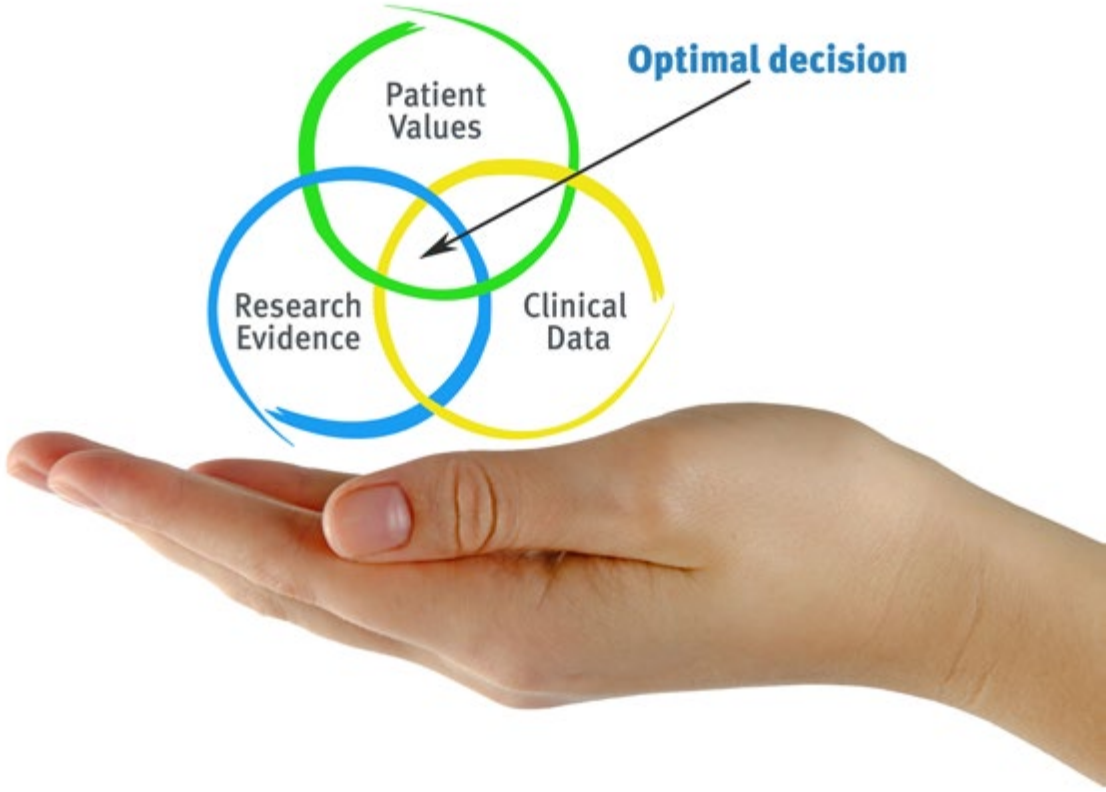
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

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:

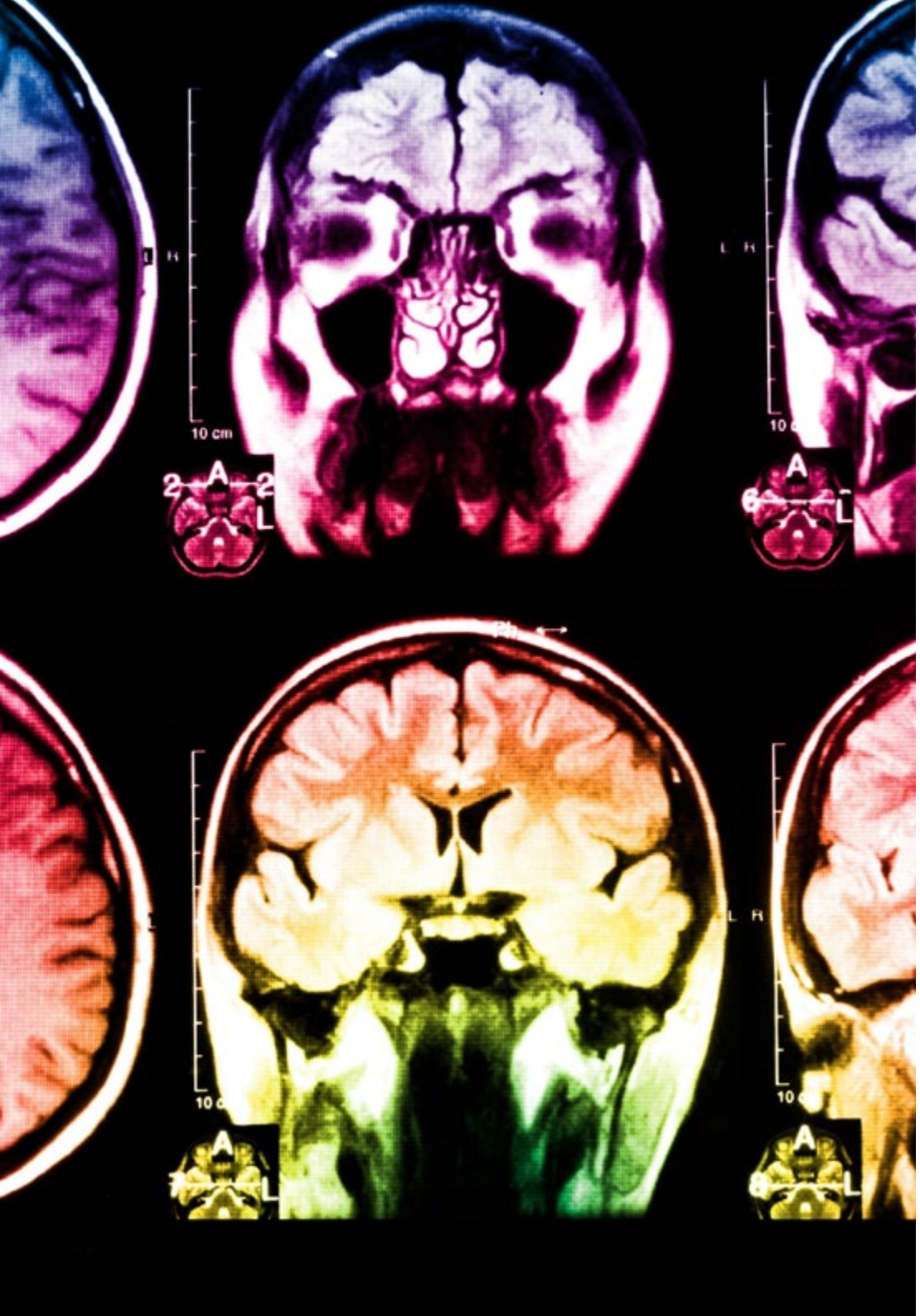
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

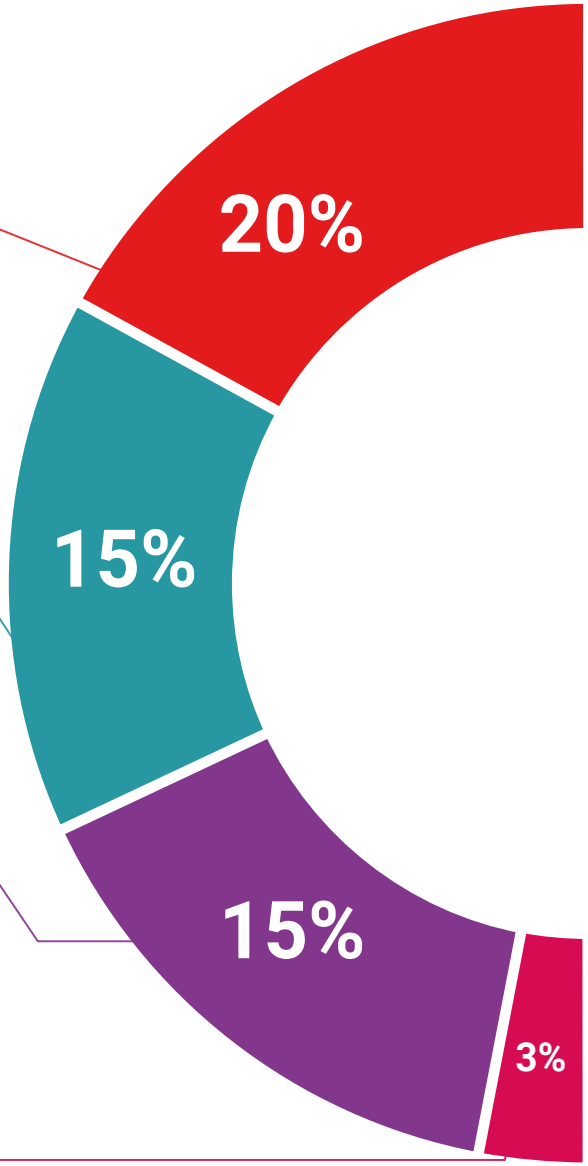
Interactive Summaries

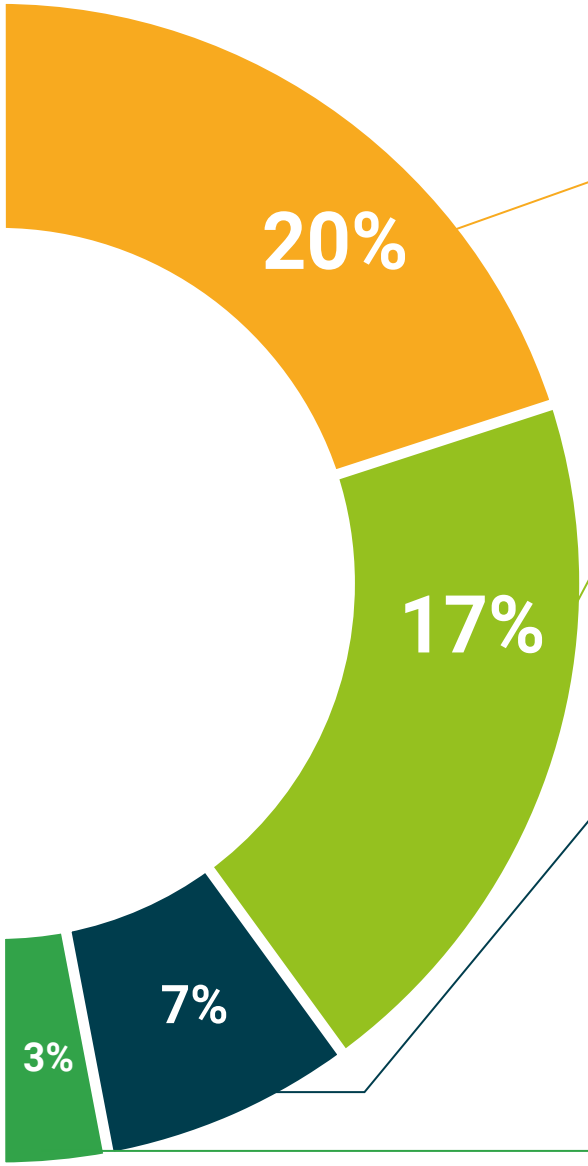
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

This Professional Master's Degree in Social and Occupational Psychopedagogy guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University.

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

This **Professional Master's Degree in Social and Occupational Psychopedagogy** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Social and Occupational Psychopedagogy**

Official Nº of hours: **1,500 h.**

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Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Social and Occupational Psychopedagogy

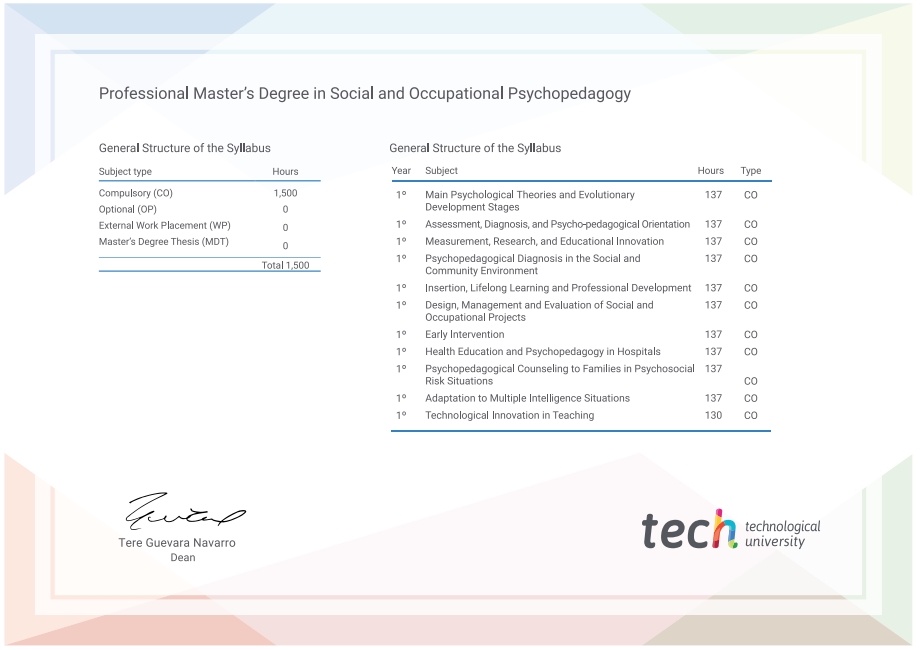
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Social and Occupational Psychopedagogy

General Structure of the Syllabus

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Main Psychological Theories and Evolutionary Development Stages	137	CO
1º	Assessment, Diagnosis, and Psycho-pedagogical Orientation	137	CO
1º	Measurement, Research, and Educational Innovation	137	CO
1º	Psychopedagogical Diagnosis in the Social and Community Environment	137	CO
1º	Insertion, Lifelong Learning and Professional Development	137	CO
1º	Design, Management and Evaluation of Social and Occupational Projects	137	CO
1º	Early Intervention	137	CO
1º	Health Education and Psychopedagogy in Hospitals	137	CO
1º	Psychopedagogical Counseling to Families in Psychosocial Risk Situations	137	CO
1º	Adaptation to Multiple Intelligence Situations	137	CO
1º	Technological Innovation in Teaching	130	CO

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

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Professional Master's Degree

Social and Occupational Psychopedagogy

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
Social and Occupational Psychopedagogy

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