

# Hybrid Professional Master's Degree

## Educational Psychopedagogy



## Hybrid Professional Master's Degree Educational Psychopedagogy

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Accreditation: 60 + 4 ECTS

Website: [www.techtute.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-educational-psychopedagogy](http://www.techtute.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-educational-psychopedagogy)

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# 01

# Introduction

Educational Psychopedagogy stands as a crucial field, intertwining the disciplines of psychology and pedagogy. Its importance lies in its ability to understand and address the complexities of learning and development, allowing early detection of cognitive, emotional and behavioral obstacles that influence the educational process. In this context, future psychologists will find a unique opportunity to delve into the identification and solution of these educational challenges. This innovative TECH program goes further by providing hands-on experience in specialized educational settings. This will allow professionals to incorporate cutting-edge pedagogical strategies into their arsenal of skills, meeting real-world challenges with advanced knowledge and meaningful practice.





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*You will master all aspects of Educational Psychopedagogy thanks to the hybrid approach of this program, which will allow you to perfect your knowledge through practice”*

Educational Psychopedagogy has emerged as a critical discipline in improving the instructional process. As awareness of the diversity and complexity of learning difficulties intensifies, the pressing need for specialized professionals is highlighted. Educational psychopedagogists, with their unique competence in identifying and addressing cognitive, emotional, and behavioral barriers, have become essential in school and family environments characterized by student diversity. Early attention to these problems has become an imperative and experts capable of addressing them are increasingly in demand.

At the core of this Hybrid Professional Master's Degree in Educational Psychopedagogy is the conviction that understanding human development in its entirety is key to addressing contemporary educational challenges. As such, this program will address the need to maintain a holistic view of each stage of development, as well as the transition periods between them.

Graduates will also explore in depth the Personal Learning Environments (PLE), recognizing their significant impact on the educational process. Additionally, they will delve into the definition of key factors that shape individual growth and learning. By delving into these crucial aspects, graduates will gain a comprehensive and up-to-date perspective that reflects the complexities of the current and future educational environment.

In terms of methodology, a two-stage structure will be followed. The first phase will focus on theory and will be delivered in a 100% online format using the Relearning method. This unique approach is based on the repetition of key concepts to consolidate knowledge and facilitate effective learning.

The second stage will take the professional on a 3-week practical internship, giving them the opportunity to apply and consolidate their knowledge in a real educational environment. This combination of sound theory and practical experience will ensure that graduates are equipped with the skills to meet the dynamic challenges of educational psychopedagogy.

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

- ♦ Development of more than 100 case studies presented by professional teachers, experts in Educational Psychopedagogy and university professors with extensive experience in students with psychological disorders that affect their learning
- ♦ Their graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ Presentation of practical workshops on diagnostic and therapeutic techniques in students with psychological disorders and learning difficulties
- ♦ All of this will be complemented by 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
- ♦ Furthermore, you will be able to carry out a internship in one of the best companies



*In just 12 months, you will give your career the boost it needs and perform individualized therapies that address each child's circumstance"*

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*You will make an intensive practical stay of 3 weeks in a prestigious educational center, under the supervision of recognized specialists in Educational Psychopedagogy”*

In this Hybrid Professional Master's Degree, of a professionalizing nature and blended learning modality, the program is aimed at updating teaching professionals who work in psychopedagogical institutions and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge in psychopedagogical practice, and theoretical elements- will facilitate the updating of knowledge and allow decision-making in patient management.

Thanks to their multimedia content made with the latest educational technology, they will allow the professional psychopedagogue a contextual and situated learning, that is, a simulated environment that will provide an immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*You will address both educational difficulties and the emotional and social aspects of students.*

*You will foster interdisciplinary collaboration by addressing the intersection of psychology and pedagogy, preparing you to work in multidisciplinary teams.*



# 02

## Why Study this Hybrid Professional Master's Degree?

This university program offers a unique opportunity for psychologists seeking to update their knowledge in the field of Educational Psychopedagogy. In addition, professionals will delve into key areas such as problem-based learning, thinking culture, project-oriented learning, gamification and the Flipped Classroom. In addition, they will explore neurosciences and their relationship with school failure. In this way, graduates will consolidate their skills through a 120-hour on-site internship, guaranteeing a complete experience focused on practical application.







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*Bet on TECH! You will apply new technologies in the curricular development of students with special educational needs"*

### 1. Updating from the latest technology available

Advances in educational psychopedagogy have fostered the emergence of innovative diagnostic and therapeutic strategies. As a result, psychologists now have disruptive tools that facilitate the intervention of school-age patients. Graduates of this Internship Program will have access to the best of them through their on-site and intensive training in exclusive work centers.

### 2. Gaining in-depth knowledge from the experience of top specialists

A large team of professionals will be available during this hands-on learning experience to provide solid support and ensure effective learning for the students. On the other hand, with the help of a committed tutor, students will have the opportunity to interact with real students in an innovative environment. This educational experience will allow them to incorporate into their practice the most effective approaches in the field of Educational Psychopedagogy.

### 3. Entering first-class professional environments

The centers selected for this Internship Program have the highest reputation in the field of Educational Psychopedagogy. TECH, for its selection, has taken into account its experienced team of professionals and the therapeutic and diagnostic tools at its disposal. In this way, graduates of this program will have the opportunity to acquire skills in a classroom setting and master effective techniques, enriching their career path.





#### 4. Combining the best theory with state-of-the-art practice

In education, it is common to find educational programs that are not adapted to the daily routines of professionals and that have an intense academic load. It is therefore often difficult to reconcile the updating of skills with other activities. In this context, TECH offers a program with an exclusively practical approach, where professionals can assimilate and apply disruptive knowledge in a privileged working environment and over a period of only 3 weeks.

#### 5. Opening the door to new opportunities

Through this comprehensive and practical training in the field of Educational Psychopedagogy, professionals have a unique opportunity to extend their knowledge and skills according to the most diverse international trends. Thanks to TECH's qualification and agreements with facilities in different parts of the world, they will have a unique opportunity to expand their knowledge based on the latest scientific evidence and the most global trends.

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*You will have full practical immersion at the center of your choice”*

# 03

## Objectives

The objectives of the Hybrid Professional Master's Degree in Educational Psychology will focus on keeping graduates up to date in research and innovation in counseling techniques, thereby responding to the growing demands of contemporary society. With a direct focus on updating and honing skills, the program will provide advanced knowledge and innovative practices. The main purpose will be to equip professionals with the necessary tools to effectively address changing challenges in the field of psychopedagogy, ensuring that they are prepared to offer effective solutions and specialized guidance in a constantly evolving educational environment.





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*You will delve into innovative guidance techniques to respond to the new demands of society, with the TECH seal of quality”*



## General Objective

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- ♦ The general objective of this university program is based on the constant updating of graduates, so that they acquire new competencies and skills in the area of psychopedagogy. With a direct approach, the program is committed to providing professionals with the necessary tools to achieve an efficient framework for assessment, diagnosis and guidance. The main objective is to equip graduates with the essential contemporary skills to meet the challenges of the educational field, ensuring that they are prepared to apply innovative practices and effective solutions in their psychopedagogical work



*You will be able to access the Virtual Campus at any time and download the contents to consult them whenever you wish"*





## Specific Objectives

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### **Module 1. Psychological Theories and Stages of Evolutionary Development**

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

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

- ♦ 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. Psychoeducational Attention to Special Educational Needs in the School Context**

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

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

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

### Module 6. Curricular Materials and Educational Technology

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

### Module 7. Early Intervention

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

### Module 8. Health Education and Psychopedagogy in Hospitals

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







### **Module 9. Psychopedagogical Counseling to Families in Psychosocial Risk Situations**

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

### **Module 10. Adaptation to Multiple Intelligence Situations**

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

### **Module 11. Technological Innovation in Education**

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

# 04 Skills

This academic qualification will provide psychology professionals with key skills to promote learning and coexistence in educational environments. Graduates will master essential psychopedagogical skills to foster a positive classroom environment through cooperation and effective management strategies. In addition, they will focus on the practical application of theoretical knowledge and scientific advances in psychopedagogy in research and professional practice.





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*You will make accurate diagnoses and implement effective interventions for students with psychological disorders and special educational needs"*



## General Skills

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- 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
- Be able to apply the code of ethics of the profession, considering the rights of users and current legislation

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*You are looking at a flexible program that is compatible with your most demanding daily responsibilities”*





## Specific Skills

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- ♦ Make a diagnosis directed to the intervention with patients in the social and occupational area of psychopedagogy
- ♦ Develop an adequate orientation to each circumstance
- ♦ Plan psychopedagogical research properly
- ♦ Use the qualitative and quantitative means of measurement concerning interventions and developments
- ♦ Incorporate existing work tools, measurement and evaluation tools
- ♦ Develop teaching-learning processes in the educational, family, and social environment
- ♦ Implement particular therapies using evaluation and diagnostic techniques and instruments to prepare the most appropriate therapies
- ♦ Intervene with all types of families in the educational environment
- ♦ Apply information techniques with students with SEN
- ♦ Carry out an early detection and intervention plan
- ♦ Apply the dynamics of family intervention in psychosocial risk situations
- ♦ Intervene between family and school in a proactive and dynamic way
- ♦ Implement all existing services for the elderly
- ♦ Make a comprehensive assessment on aging
- ♦ Determine what kind of intelligence is being worked with and act proportionally
- ♦ Develop Intervention and Development Techniques
- ♦ Incorporate the latest technological advances applicable to education into the work method

# 05

# Course Management

The Hybrid Professional Master's Degree in Educational Psychopedagogy relies on a faculty that has been exceptionally selected by TECH. This teaching staff is made up of the best specialists, distinguished by their extensive and recognized professional background in the field of psychopedagogy. Each member of the team brings a unique combination of practical experience and up-to-date theoretical knowledge, ensuring quality education for program participants. The dedication of this distinguished faculty is reflected in their commitment to providing a cutting-edge education that prepares graduates to successfully meet the dynamic challenges in the field of educational psychopedagogy.





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*You will access a syllabus designed by a reputable teaching team, guaranteeing you successful learning”*

## Management



### Mr. Alfonso Suárez, Álvaro

- ♦ Psychopedagogue specialized in SEN students
- ♦ Teacher of educational reinforcement for SEN students
- ♦ Social and healthcare technician for people dependent on social institutions
- ♦ Social Integration Technician
- ♦ Graduate in Psychopedagogy from the University of Laguna





# 06

## Educational Plan

This study plan will offer a comprehensive syllabus, designed for graduates to gain in-depth knowledge of diagnosis and intervention in the social and occupational fields of psychopedagogy. Throughout the program, psychologists will acquire specialized skills in effective intervention techniques with patients in social and work contexts. In addition, they will focus on the application of informational strategies aimed at students with Special Educational Needs (SEN). The content of the Hybrid Professional Master's Degree is structured in such a way that professionals acquire a solid and practical understanding, preparing them to face the diverse challenges of psychopedagogy with effectiveness and expertise.





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*A syllabus developed by specialists and teaching materials of the highest level will be the key to a successful professional career"*

## Module 1. Main Psychological Theories and Stages of Evolutionary Development

- 1.1. Main Authors and Psychological Theories of Childhood Development
  - 1.1.1. Psychoanalytic Theory of Child Development by S. Freud
  - 1.1.2. E. Erikson's Theory of Psychosocial Development
  - 1.1.3. Jean Piaget's Theory of Cognitive Development
    - 1.1.3.1. Adaptation: Assimilation and accommodation processes lead to balance
    - 1.1.3.2. Stages of Cognitive Development
    - 1.1.3.3. Sensory-motor Stage (0-2 years)
    - 1.1.3.4. Preoperative stage: Preoperative subperiod (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 CDIAT
    - 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. Motorcycle 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. Guidance 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 in Psychopedagogical Intervention
    - 2.1.2.2. Spheres and Areas of Intervention
- 2.2. Psychopedagogic Evaluation: Role and nature of the evaluation
  - 2.2.1. Concept, Purpose, and Context
    - 2.2.1.1. Concept of Psychopedagogical Evaluation
    - 2.2.1.2. Purpose of the Psychopedagogical Evaluation
    - 2.2.1.3. Context of the Evaluation
  - 2.2.2. Psychopedagogical Evaluation Procedure: Evaluation in the School and Family Context
    - 2.2.2.1. Psychopedagogical Evaluation Procedure
    - 2.2.2.2. Evaluation in the School Context
    - 2.2.2.3. Evaluation in the Family Context
- 2.3. Psychological and Pedagogical Diagnosis: Concept, Possibilities and Delimitation in the Framework of Psychopedagogical Action
  - 2.3.1. The Diagnostic Process and Stages
    - 2.3.1.1. Diagnostic Process
    - 2.3.1.2. Stages of Diagnosis
- 2.4. Psychopedagogical Evaluation Process according to Different Spheres of Action
  - 2.4.1. Evaluation as a Process.
  - 2.4.2. Areas of Action and Areas of Intervention and Evaluation in the School and Family Context
    - 2.4.2.1. Scope and Spheres of Action
    - 2.4.2.2. Evaluation Process at School
    - 2.4.2.3. Evaluation Process in Family Settings
- 2.5. Design and Phases in the Psychopedagogical Evaluation
  - 2.5.1. Psychopedagogical Evaluation Procedure and Phases
    - 2.5.1.1. Psychopedagogical Evaluation Procedure
    - 2.5.1.2. Psychopedagogical Evaluation Phases
- 2.6. Psychopedagogical Evaluation Techniques and Tools
  - 2.6.1. Techniques and Instruments of Qualitative and Quantitative Evaluation
    - 2.6.1.1. Qualitative Assessment Techniques and Instruments
    - 2.6.1.2. Quantitative Evaluation Techniques and Instruments
- 2.7. Psychopedagogical Evaluation at School
  - 2.7.1. Evaluation in Classroom, School and Family Settings
    - 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. Returning Information and Follow-up
  - 2.8.1. Return of information and follow-up
    - 2.8.1.1. Return
    - 2.8.1.2. Monitoring
- 2.9. Psychopedagogical Guidance Models
  - 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 Guidance: Tutorial and Family Orientation
  - 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 Career Guidance
  - 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 Guidance and Maturity
    - 2.11.1.3. Career Guidance and Maturity
    - 2.11.1.4. Approaches and Interests
- 2.12. Guidance in Social, Health, Vulnerability or Social Exclusion Contexts
  - 2.12.1. Concept, Purpose and Social, Health, Vulnerability or Social Exclusion Contexts: Orientation Guidelines
    - 2.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
    - 2.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

### Module 3. Measurement, Research, and Educational Innovation

- 3.1. Introduction to Education Research and Innovation
  - 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. Modalities of Educational Research and Innovation
    - 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 the 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 fieldwork
    - 3.3.1.3. Dissemination of Results

- 3.4. Selecting a Topic and Drafting a Paper
  - 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 Study Topic
    - 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 Designs, Intergroup Designs, and 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. Conceptualization and Modalities of Qualitative Research
    - 3.7.1.1. Conceptualization of Qualitative Research
    - 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, Tools and Information Gathering 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, Tools and Information Gathering II
    - 3.10.1. Research Tools: The Tests
    - 3.10.2. Reliability and Validity: Technical Requirements for Assessment Tools 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. Qualitative Information Analysis
    - 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. Psychoeducational Attention to Special Educational Needs in the School Context**
- 4.1. Educational Needs in Inclusive Education and the Role Played by Psychopedagogy
    - 4.1.1. Psychoeducational Care and Psychopedagogical Intervention. Integration, Diversity, and Inclusive Education
      - 4.1.1.1. Psychoeducational and Psychopedagogical Care
      - 4.1.1.2. Integration, Diversity, and Inclusion
      - 4.1.1.3. Specific Educational Needs
  - 4.2. Diversity policy framework I: Guidance System and Action Plans
    - 4.2.1. Tutorial Action Plans and Academic and Vocational Guidance Plans
      - 4.2.1.1. Tutorial Attention Plans
      - 4.2.1.2. Academic and Vocational Guidance Plans
  - 4.2.2. Professional Structure: Educational and Psychopedagogical Guidance Teams and Guidance Department
    - 4.2.2.1. EOEP
    - 4.2.2.2. Guidance Departments
  - 4.3. Diversity Policy Framework II: Attention to Diversity Measures
    - 4.3.1. Attention to Diversity Measures: Organizing Center Resources and Diversity Plan
      - 4.3.1.1. Organization of Resources
      - 4.3.1.2. Plan of Attention to Diversity
  - 4.4. Learning Competency Development
    - 4.4.1. The Concept of Learning and Competence for Study. Emotional Intelligence and Social Competence at School
      - 4.4.1.1. Learning and Study Competence
      - 4.4.1.2. Emotional and Social Intelligence
  - 4.5. Learning Difficulties
    - 4.5.1. Definition of Learning Difficulties. Historical Development
      - 4.5.1.1. Concept of LD
      - 4.5.1.2. Historical Development
  - 4.6. Learning Difficulties in Literacy
    - 4.6.1. Reading Difficulties Dyslexia and Dysorthographia
      - 4.6.1.1. LD Concept of Reading
      - 4.6.1.2. Dyslexia
      - 4.6.1.3. Dysorthographia
  - 4.7. Learning Difficulties in Mathematics
    - 4.7.1. Definition of Learning Difficulties in Mathematics. Assessment, Diagnosis, and Intervention
      - 4.7.1.1. Concept of LD in Mathematics Learning
      - 4.7.1.2. Assessment
      - 4.7.1.3. Diagnosis
      - 4.7.1.4. Intervention
  - 4.8. Attention Deficit Hyperactivity Disorder (ADHD) Students
    - 4.8.1. Attention Deficit Hyperactivity Disorder (ADHD) Profile
    - 4.8.2. ADHD Needs Assessment and Educational Intervention.
      - 4.8.2.1. Needs Assessment in ADHD
      - 4.8.2.2. Educational Intervention in ADHD

- 4.9. High Intellectual Capacity Students
  - 4.9.1. The Profile of High Intellectual Ability
  - 4.9.2. Needs Assessment in High Intellectual Abilities and Educational Intervention
    - 4.9.2.1. Assessment
    - 4.9.2.2. Intervention
- 4.10. Late Entry Students in the Education System and the Educational Compensation System
  - 4.10.1. Concept of Late Incorporation to the Educational System and the Need for Compensatory Education. Educational Compensation Measures
    - 4.10.1.1. Concept of Late Incorporation into the Educational System
    - 4.10.1.2. Concept of Compensatory Need
    - 4.10.1.3. Educational Compensation Measures
- 4.11. Students with Behavioral Disorders
  - 4.11.1. Profile of Autism Spectrum Disorder (ASD) within severe Behavioral Disorders. Assessment and Intervention
    - 4.11.1.1. ASD Profile
    - 4.11.1.2. ASD Assessment
    - 4.11.1.3. Intervention
- 4.12. Disabled Students
  - 4.12.1. Intellectual, Sensory, and Motor Disabilities
    - 4.12.1.1. Intellectual Disability
    - 4.12.1.2. Sensory Disability
    - 4.12.1.3. Motor Disability

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

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

- 5.2. Family Involvement in the School
  - 5.2.1. The Family and the School as Developmental Environments
  - 5.2.2. The Importance of Cooperation between Educational Agents
    - 5.2.2.1. The Management Team
    - 5.2.2.2. The Teaching Team
    - 5.2.2.3. The Family
  - 5.2.3. Types of Family Participation
    - 5.2.3.1. Direct Participation
    - 5.2.3.2. Indirect Participation
    - 5.2.3.3. Non-Participation
  - 5.2.4. Parent Schools
  - 5.2.5. The Parent-Teacher Association (PTA)
  - 5.2.6. Difficulties in Participation
    - 5.2.6.1. Intrinsic Participation Difficulties
    - 5.2.6.2. Extrinsic Participation Difficulties
  - 5.2.7. How to Improve Family Participation
- 5.3. The Family and the School as Developmental Environments
- 5.4. Society and Inclusive School
- 5.5. Learning Communities
  - 5.5.1. Conceptual Framework of Learning Communities
  - 5.5.2. Characteristics of Learning Communities
  - 5.5.3. Creation of a Learning Community
- 5.6. Creation of a Learning Community

## Module 6. Curricular Materials and Educational Technology

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



- 6.2. Materials and Media as Teaching and Learning Support
  - 6.2.1. Curricular Materials, Methodological Principles for its Use and Evaluation
    - 6.2.1.1. Curricular Materials for the Improvement of the Teaching-Learning Process
    - 6.2.1.2. Characteristics and Types of Curricular Materials
    - 6.2.1.3. Use and Evaluation of different types of Curricular Materials
    - 6.2.1.4. Educational Technology
- 6.3. Curricular Materials for New Teaching and Learning Methodologies and Education Innovation I
  - 6.3.1. Student-centered Learning, from Planned Curriculum to Curriculum in Action
    - 6.3.1.1. New Learner-centered Educational Paradigm
    - 6.3.1.2. Planned Curriculum and Curriculum in Action
  - 6.3.2. The Concept of Educational Innovation and New Educational Methodologies
    - 6.3.2.1. Educational Innovation
    - 6.3.2.2. Cooperative Learning
- 6.4. Curricular Materials for New Teaching and Learning Methodologies and Education Innovation II
  - 6.4.1. Problem-Based Learning, Thinking Culture, Project-Oriented Learning, Gamification, and the *Flipped Classroom*
    - 6.4.1.1. Problem-based Learning
    - 6.4.1.2. Thinking Culture
    - 6.4.1.3. Project-oriented Learning
    - 6.4.1.4. Gamification
    - 6.4.1.5. *Flipped Classroom*
- 6.5. Information Society (IS): ICTs in education
  - 6.5.1. Challenges of Education in the Information Society: Training Citizens in Media Education
    - 6.5.1.1. ICT
    - 6.5.1.2. New Reality in the Information Society
    - 6.5.1.3. Educational Challenges in the Information Society
    - 6.5.1.4. Media Education
- 6.6. Curricular Integration of ICT
  - 6.6.1. Integration of ICT as an Object of Study, Institutional Integration, and Didactic Integration
    - 6.6.1.1. ICT as an Object of Study
    - 6.6.1.2. Institutional Integration of ICT
    - 6.6.1.3. ICTs in the School Curriculum and Didactic Integration
- 6.7. Internet in learning: School 2.0 and *e-learning* models
  - 6.7.1. Concept and Characteristics of 2.0 Schools. *E-Learning* and *B-Learning*. Vocational Training and Online University. MOOCs
    - 6.7.1.1. School 2.0
    - 6.7.1.2. *e-Learning* and *b-Learning*
    - 6.7.1.3. Online Training
    - 6.7.1.4. MOOCs
  - 6.7.2. Possibilities offered by the Internet for the Communication and Professional Development of Educators
    - 6.7.2.1. Communication and Professional Development of Educators on the Internet
- 6.8. Personal Learning Environments (PLE) in Lifelong Learning
  - 6.8.1. PLE Definition, Characteristics and Elements
    - 6.8.1.1. Lifelong Learning
    - 6.8.1.2. Personal Learning Environments, Definition and Characteristics
    - 6.8.1.3. Fundamental elements and construction of a PLE
  - 6.8.2. The PLE in the Work of the Counselor
    - 6.8.2.1. Use of PLE in the Guidance Function
- 6.9. Audiovisual Media in Education
  - 6.9.1. Characteristics of Audiovisual Media in Education. Sound Resources, Podcast, and the Radio in the School. Image Resources
    - 6.9.1.1. Characteristics of Audiovisual Media in Education
    - 6.9.1.2. Sound Resources
    - 6.9.1.3. Podcast and Radio in School
    - 6.9.1.4. Image Resources
    - 6.9.1.5. Audiovisual Material Design and Production

- 6.10. Vocational and Career Guidance using ICT
  - 6.10.1. ICT in Vocational and Career Guidance Processes in High School. Orienta Program and Web Platforms
    - 6.10.1.1. ICT in Vocational and Career Guidance Processes in High School
    - 6.10.1.2. Orienta Program for High School Students
    - 6.10.1.3. Web Platforms for Vocational and Career Guidance (MyWayPass)
- 6.11. Developing Multimedia Materials for Tutoring and Academic Guidance
  - 6.11.1. The Concept of Web 2.0. Web Pages, WebQuest, Blogs, and Wikis. Multimedia Materials for Tutoring
    - 6.11.1.1. Web 2.0
    - 6.11.1.2. *Webquest*
    - 6.11.1.3. Blogs
    - 6.11.1.4. *Wikis*
    - 6.11.1.5. Multimedia Materials for Tutoring
- 6.12. Curricular Materials for Attention to Diversity
  - 6.12.1. Materials for the Attention to Diversity and Materials for Diagnosis and Evaluation ICT in the Attention to Diversity
    - 6.12.1.1. Materials for the Attention to Diversity
    - 6.12.1.2. Materials for Diagnosis and Evaluation
    - 6.12.1.3. ICT for the Attention to Diversity
- 7.3. Neurodevelopment 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
    - 7.3.1.1. Concept of Brain Plasticity
    - 7.3.1.2. Brain Function
- 7.4. Psychoeducational Early Intervention in Social-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. Psychoeducational Early Intervention in Social-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. Psychoeducational Early Intervention in Socio-Affective 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
    - 7.6.1.2. 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

## Module 7. Early Intervention

- 7.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
  - 7.1.1. Concept of Early Care
  - 7.1.2. Historical Evolution of Early Care
  - 7.1.3. Relationship between Development and Early Learning
- 7.2. Prevention and Main Areas in Early Care
  - 7.2.1. Phases in the Research Process. Spheres and Agents
    - 7.2.1.1. Phases in the Research Process in Early Care
    - 7.2.1.2. Spheres in Early Care
    - 7.2.1.3. Early Care Agents
  - 7.2.2. Child Development and Early Care Centers

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

## Module 8. Health Education and Psychopedagogy in Hospitals

- 8.1 Definition of Health and International Agencies
  - 8.1.1. Definition of Health
  - 8.1.2. International Organizations
  - 8.1.3. Local Entities
- 8.2. Constructivism and Pedagogical Model in the Health Field
  - 8.2.1. Constructivism
  - 8.2.2. Role of the Professional as a Mediator in Health Education
  - 8.2.3. Role of the Mediator in Health Education
- 8.3. Multiculturalism and Interculturalism
  - 8.3.1. Multiculturalism
  - 8.3.2. Interculturality
- 8.4. Affective Intelligence and Spiritual Intelligence
  - 8.4.1. Affective Intelligence
  - 8.4.2. Spiritual Intelligence
- 8.5. Health Education, Health Promotion, and Prevention of Disease
  - 8.5.1. Health Education
  - 8.5.2. Health Promotion
  - 8.5.3. Disease Prevention
- 8.6. Public Health and Lifestyles. Ecology of Human Development
  - 8.6.1. Public Health and Lifestyles
  - 8.6.2. Ecology of Human Development
- 8.7. Conceptualization and Phases of Health Education Projects
  - 8.7.1. Conceptualization of Health Education Projects
  - 8.7.2. Phases of Health Education Projects

- 8.8. Diagnosis, Planning, Implementation, and Evaluation of Health Education Projects
  - 8.8.1. Diagnosis
  - 8.8.2. Planning
  - 8.8.3. Implementation
  - 8.8.4. Assessment
- 8.9. Hospital Pedagogy, Hospital Classrooms, and Home Care
  - 8.9.1. Hospital Pedagogy
  - 8.9.2. Hospital Classrooms
  - 8.9.3. Home Care
- 8.10. Building a Collaborative Context and Network Intervention in Psychopedagogical Work in Health Risk Situations
  - 8.10.1. Building a Collaborative Context
  - 8.10.2. Network Intervention
- 8.11. Resilience
  - 8.11.1. Individual Resilience
  - 8.11.2. Family Resilience
  - 8.11.3. Social Resilience

## Module 9. Psychopedagogical Counseling 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 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 Psychopedagogical Intervention
  - 9.4.1. Conceptualization of Psychopedagogical Intervention and Models of Psychopedagogical 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. Socio-Educational Intervention in Families I
  - 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. Foundations of Socio-Educational intervention with Families: Elements, Criteria to be Taken into Account and Levels of Intervention
    - 9.5.1.4. Models of Socio-Educational Intervention with Families
- 9.6. Socio-Educational Intervention in 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
- 9.9. Concept and Theories about the Family. Functions, Dynamics, Rules, and Roles
  - 9.9.1. The Family as a Context of Human Development
  - 9.9.2. Family Functions
  - 9.9.3. Family Dynamics and Rules
  - 9.9.4. Roles within the Family Context
- 9.10. Social Changes and New Forms of Family Coexistence
  - 9.10.1. The Influence of Social Changes on the Family
  - 9.10.2. New Family Forms
- 9.11. Family Educational Styles
  - 9.11.1. Democratic Style
  - 9.11.2. Authoritarian Style
  - 9.11.3. Negligent Style
  - 9.11.4. Indulgent Style
- 9.12. Psychosocial Risk Assessment Criteria and Families at Psychosocial Risk
  - 9.12.1. What is Psychosocial Risk?
  - 9.12.2. Psychosocial Risk Assessment Criteria
  - 9.12.3. Families in Psychosocial Risk Situation

- 9.13. Risk Factors vs. of Protection Factors
  - 9.13.1. Risk Factors
  - 9.13.2. Protection Factors
- 9.14. Conceptualization of Psychoeducational Intervention and Models of Psychoeducational Intervention in the Family Environment
  - 9.14.1. Concept of Psychopedagogical Intervention in the Family Environment
  - 9.14.2. Models of Psychopedagogical Intervention
- 9.15. Addressees, Areas, and Contexts of Psychopedagogical Intervention
  - 9.15.1. Addressees of the Psychopedagogical Intervention
  - 9.15.2. Areas of the Psychopedagogical Intervention
  - 9.15.3. Contexts of the Psychopedagogical Intervention
- 9.16. Concept, Foundations, and Models of Socio-educational Intervention with Families
  - 9.16.1. The Socio-educational Intervention with Families
  - 9.16.2. Principles of Psychoeducational Intervention with Families
  - 9.16.3. Fundamentals of Socio-Educational Intervention with Families: Elements, Criteria to Take into Account, and Levels of Intervention
  - 9.16.4. Models of Socio-Educational Intervention with Families
- 9.17. Educational Teams of Socio-educational Intervention with Families, Professional Skills, and Instruments and Techniques
  - 9.17.1. Educational Teams of Family Intervention
  - 9.17.2. Professional Skills
  - 9.17.3. Tools and Techniques
- 9.18. Conceptualization and Typology of Child Abuse in the Family
  - 9.18.1. The Concept of Child Abuse
  - 9.18.2. Types of Child Abuse
- 9.19. Actions in the Face of Child Abuse in the Family
  - 9.19.1. Detection, Assessment, and Care
  - 9.19.2. Protocols
- 9.20. Family and School as Collaborative Environments. Forms of Family Involvement at School
  - 9.20.1. Family and School as Collaborative Environments
  - 9.20.2. Forms of Family Participation in the School
  - 9.20.3. 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 Accumulation of Information
    - 10.3.1.2. Learning as Interpretation of Reality
    - 10.3.1.3. 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 the game.
  - 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 the 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

“

*You will acquire knowledge without geographical limitations, or pre-established timing, in the world's best online university, according to Forbes”*

07

# Clinical Internship

After passing the online theoretical period, the program includes a practical internship in a reference educational center. The teachers will have at their disposal the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the internship.





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*You can take your internship in a recognized educational center, equipped with the most innovative technology and the hand of the best professionals"*

The internship involve an immersive stay of 3 weeks in a specialized educational center. For 5 days a week, 8 hours a day, participants will be immersed in a practical experience under the guidance of a personal tutor. This environment will provide a unique opportunity to address real educational challenges, allowing professionals to work with people facing specific situations. All this will be carried out under the expert guidance of a team of renowned professionals in the field of psychopedagogy, ensuring high quality practical training.

In this way, the program will be oriented towards the development of crucial skills to carry out an effective diagnosis and intervention in students with psychological disorders and special educational needs. The graduate will work directly with real students, emphasizing the importance of their academic, social and emotional integration. This entire process will take place in a safe and trusting environment, fostering high professional performance and ensuring that participants are prepared to competently address challenges in the field of educational psychopedagogy.

This experience will be a unique opportunity for professionals to learn while working in educational centers that stand out for their advanced technology. These centers encompass an environment where learning strategies and psychological intervention converge to form the core of professional work. It is a new perspective that integrates psychopedagogical processes through leading educational centers, ideal to improve professional skills in an innovative way.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for Educational Psychopedagogy praxis (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the program, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:



*This program will take you the opportunity to update your knowledge in real scenarios, with the maximum rigor of an institution at the forefront of technology"*

Module	Practical Activity
Services in Early Care	Intervene with children with developmental disorders from an early age
	Work on personal autonomy and participation in activities of daily living with children and adolescents
	Provide integration activities in the family, school and social environment
	Provide counseling on development stages to mothers and fathers
Diagnosis and Psychological Intervention	Diagnose and intervene in students with learning disorders and problems
	Perform all types of psychological tests and assessments
	Apply psychological tests: intelligence tests, high abilities, Personality Assessment Inventory (PAI), British Ability Scales (BAS), etc.
	Create psycho-pedagogical reports for institutions and scholarships for students with special educational needs
Study techniques	Plan alternative study strategies for daily practice
	Implement techniques and resources to organize content in an optimal way
	Adapt educational material according to individual needs
	Implement study techniques for special educational needs cases

Module	Practical Activity
Teaching and therapy through play	Carry out cooperative games to promote social interaction
	Apply game strategies to improve cognitive skills
	Perform Role-playing to work on empathy and social skills
	Organize play activities to foster creativity and imagination
	Foster the use of games as a therapeutic tool to work on emotions and self-esteem
Technological resources for education	Implement computer-assisted learning programs
	Develop cognitive stimulation programs through digital games
	Manage educational platforms to adapt content and learning pace
	Use online communication tools for tutoring and support sessions
	Carry out multimedia projects to foster creativity



*You will carry out your practical stay of 3 weeks in the best specialized educational centers of Spain"*

## Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



## General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

**1. TUTOR:** During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

**2. DURATION:** The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

**3. ABSENCE:** If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

**4. CERTIFICATION:** Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

**5. EMPLOYMENT RELATIONSHIP:** the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

**6. PRIOR EDUCATION:** Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

**7. DOES NOT INCLUDE:** The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

# 08

## Where Can I Do the Clinical Internship?

The Hybrid Professional Master's Degree incorporates a valuable practical internship in a prestigious educational center, allowing professionals to apply, in a tangible way, their knowledge in psychopedagogy. In order to broaden access to this program, TECH offers the flexibility of taking it in various centers throughout the country. This unique opportunity will not only enable the practical application of skills, but will also facilitate collaboration with leading experts in the field, fostering participants' continued professional growth and enriching their perspectives in the field of educational psychopedagogy.







“

*You will perform your professional immersion in a renowned educational center, where you will apply your knowledge alongside leading experts in the field"*



The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Psychology

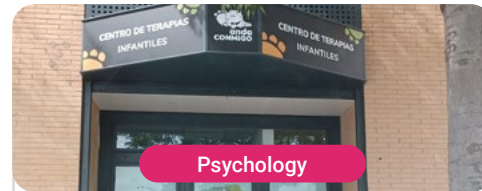
### anda CONMIGO Alcalá de Henares

Country	City
Spain	Madrid

Address: Calle José María Pereda, 32, 28806 Alcalá de Henares, Madrid

Child and adolescent therapy centers specialized in early care and stimulation, developmental delay and ASD (Autism Spectrum Disorder).

**Related internship programs:**  
-Educational Psychopedagogy



Psychology

### anda CONMIGO Alcobendas

Country	City
Spain	Madrid

Address: Calle de Fco. Largo Caballero, 58, Locales 3 y 4, 28100 Alcobendas, Madrid

Child and adolescent therapy centers specialized in early care and stimulation, developmental delay and ASD (Autism Spectrum Disorder).

**Related internship programs:**  
-Educational Psychopedagogy



Psychology

### anda CONMIGO Boadilla

Country	City
Spain	Madrid

Address: C. de los Mártires, 11, 28660 Boadilla del Monte, Madrid

Child and adolescent therapy centers specialized in early care and stimulation, developmental delay and ASD (Autism Spectrum Disorder).

**Related internship programs:**  
-Educational Psychopedagogy



Psychology

### anda CONMIGO Marbella

Country	City
Spain	Malaga

Address: Av. General López Domínguez, 6, 29603 Marbella, Málaga

Child and adolescent therapy centers specialized in early care and stimulation, developmental delay and ASD (Autism Spectrum Disorder).

**Related internship programs:**  
-Educational Psychopedagogy



Psychology

### anda CONMIGO Mijas

Country	City
Spain	Malaga

Address: C. Velázquez, 5, 29651 Las Lagunas de Mijas, Málaga

Child and adolescent therapy centers specialized in early care and stimulation, developmental delay and ASD (Autism Spectrum Disorder).

**Related internship programs:**  
-Educational Psychopedagogy



Psychology

### anda CONMIGO Majadahonda

Country	City
Spain	Madrid

Address: C. del Sacrificio, 8, 28220 Majadahonda, Madrid

Child and adolescent therapy centers specialized in early care and stimulation, developmental delay and ASD (Autism Spectrum Disorder).

**Related internship programs:**  
-Educational Psychopedagogy



Psychology

### anda CONMIGO Murcia

Country	City
Spain	Murcia

Address: Av. Europa, 30, 30007 Murcia

Child and adolescent therapy centers specialized in early care and stimulation, developmental delay and ASD (Autism Spectrum Disorder).

**Related internship programs:**  
-Educational Psychopedagogy



### Getafe Center Centro de Negocios

Country	City
Spain	Madrid

Address: C. Carabanchel, 12,  
28902 Getafe, Madrid

Business Center specializing in Coworking

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**Related internship programs:**

-Educational Psychopedagogy



*Boost your career path with holistic teaching, allowing you to advance both theoretically and practically"*

09

# Methodology

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

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



“

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

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

“

*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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

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

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**Classes**

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

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



**Quick Action Guides**

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



# 10

# Certificate

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



The image features two graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground, tilted upwards, and the other is slightly behind it. The background is split into a white diagonal section on the bottom right and a magenta section on the top right. The text is located in the white section.

“

*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 **Hybrid Professional Master's Degree diploma in Educational Psychopedagogy** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University**, is an official European University publicly recognized by the Government of Andorra (**official bulletin**). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

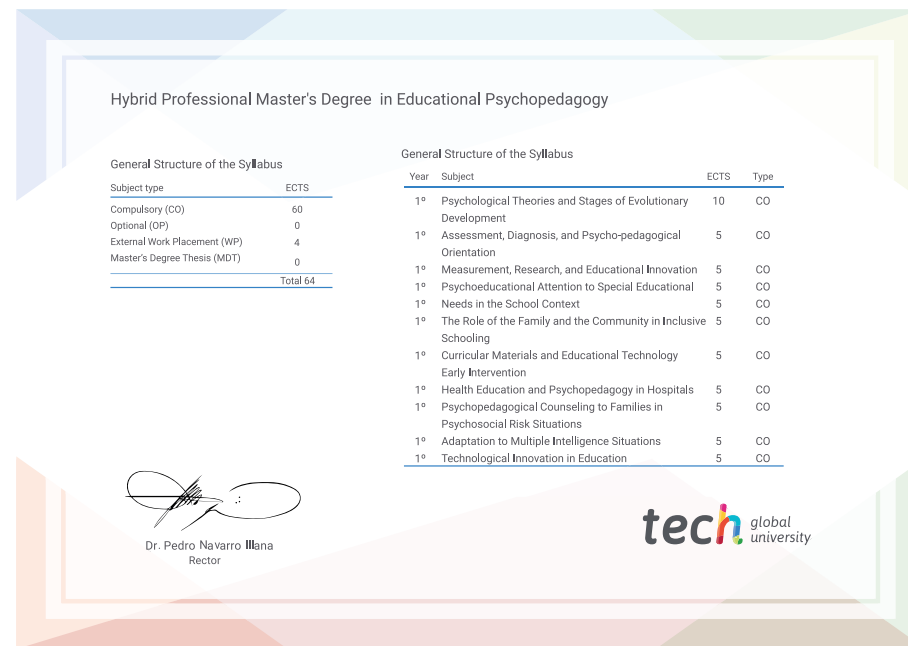
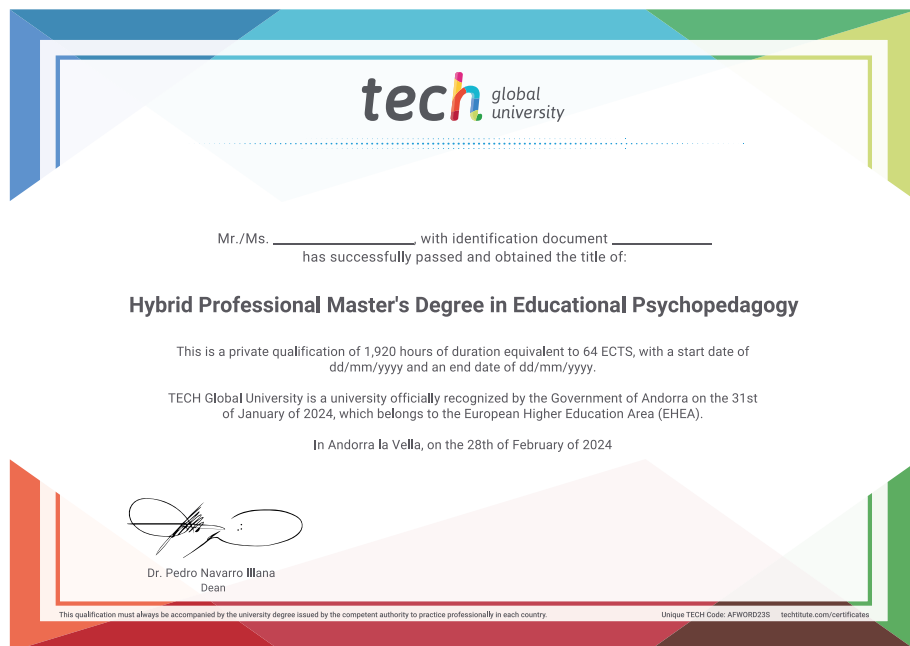
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Professional Master's Degree in Educational Psychopedagogy**

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Accreditation: **60 + 4 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.



## Hybrid Professional Master's Degree

### Educational Psychopedagogy

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Accreditation: 60 + 4 ECTS

# Hybrid Professional Master's Degree Educational Psychopedagogy

