

# Postgraduate Diploma Educational Innovation in High-Capacity Individuals





## Postgraduate Diploma Educational Innovation in High-Capacity Individuals

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-educational-innovation-high-capacity-individuals](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-educational-innovation-high-capacity-individuals)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 24*

06

Certificate

---

*p. 32*

# 01

# Introduction

High Capacities in school-age children and adolescents are a latent reality, which must be addressed from the educational, social and family environment.

For this reason, the demand for experts in Educational Innovation in High Capacities to develop strategies that enable the evolution of the school group and High Capacity individual without limitations. TECH, in response to this need, has developed this exclusive and 100% online educational program, where the student will review successful educational experiences, delve into the current educational landscape and the new technologies involved in the teaching process of this population.







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*With this program, you will find the necessary tools to help patients with High Capacities to focus all their talents”*

Psychologists are professionals who are able to approach the profiles of people with High Capacities in an adequate way and with the precise tools to detect their real requirements and implement the most effective methods to enhance all their talent in the school environment.

In a society where education is increasingly homogenized and the needs of each individual are not addressed, knowing how to establish contact with patients with High Capacities and design educational programs tailored to their needs becomes an almost mandatory subject for Psychology professionals.

Therefore, with the study of this exclusive TECH program, professionals will be able to propose innovative plans to serve children with these characteristics, which will not only revalue their *curriculum*, but also enrich their personal growth.

This is an update at the hands of the most experienced teachers, chosen for the design and development of this qualification. With a broad agenda that condenses the most accurate information that every psychologist working with High Capacities patients should know. In this sense, there will be 4 modules of study in which the educational paradigm, the pedagogical framework and the characteristics of High Capacities in order to know in depth what affects these patients.

It will delve into new technologies and Cooperative Learning as a means for the development of the talents of patients with High Capacities, will compare the results of the detection carried out by different educational agents and will learn about the psycho-pedagogical evaluation process as part of the identification of these patients. All this and more from a 100% online system, which will give you the flexibility and quality you want to reach your new educational goal.

This **Postgraduate Diploma in Educational Innovation in High-Capacity Individuals** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Case studies presented by experts in High-Capacity Individuals and Inclusive Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*This qualification is ideal for psychologists who wish to improve their professional profile and work with High Capacity patients”*

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*You will learn to design innovative programs designed to foster the abilities of children with High Capacities”*

The program includes in its teaching staff a team of professionals from the sector who bring to this training the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*You will delve into the advantages and disadvantages of the transformation of education through new methods and technological tools.*

*You will delve into the interpretation of the results of a psycho-pedagogical evaluation with a view to the educational response, in a 100% online mode and thus advance at your own pace in the study process.*



# 02

# Objectives

This qualification is aimed at psychologists who wish to increase their competence in working directly with High Capacity patients, in order to be able to offer them better attention and more accurate solutions in terms of Educational Innovation. Therefore, you will have a series of tools that will allow you to internalize the basic and necessary knowledge to develop in this field, determining all the details regarding the profession. Students will only be able to carry out their objectives successfully if they are adequately prepared.







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*If your purpose is to innovate in your interventions with High Capacity patients, this program is ideal for you. Take advantage of it and enjoy a new educational experience”*



## General Objectives

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- ♦ Train participants to recognize and initiate the detection of children who present characteristics compatible with the high-capacity spectrum
- ♦ Introduce the main characteristics of high-capacity individuals, as well as to the pedagogical, scientific and legal framework in which this reality is framed
- ♦ Show to the main assessment tools, as well as the criteria to complete the process of identifying the specific educational needs required for high-capacity individuals
- ♦ Enable students in the use of techniques and strategies for educational intervention, as well as for response orientation in different extracurricular areas
- ♦ Develop in students the capacity to elaborate specific adaptations, as well as to collaborate or to promote integral programs within the educational project and the attention plan for diversity at a center
- ♦ Value the multidimensionality of high capacities and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive perspective
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in students the necessary sensitivity and initiative to become the driving the necessary paradigmatic change that will make an inclusive educational system possible



## Specific Objectives

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### Module 1. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

- ♦ Know the characteristics of the current emerging educational paradigm within our pedagogical and scientific framework
- ♦ Differentiate the roles played by the various educational agents in the new paradigm
- ♦ Refresh the theoretical bases of the learning process in individuals
- ♦ Value the advantages of attention to diversity as opposed to obsolete educational models that are no longer useful
- ♦ Explore the possible routes to achieving quality education
- ♦ Know the place of high-capacity individuals in this new scenario of change
- ♦ Learn the scientific foundations for high-capacity individuals and the differential cognitive functioning of these students
- ♦ Interpret the different models and theories that define high-capacity individuals from different points of view
- ♦ Delve deeper into the examination of giftedness carried out in our closest environment
- ♦ Share the educational challenges of the present and the objectives of a school in the 21st century
- ♦ Understand Inclusive Education and attention to diversity as a fundamental right of all students
- ♦ Analyze the pedagogical and legal framework passing through the different institutional levels that mark the right to and the bases of education

**Module 2. Definition and Classification of High-Capacity Individuals**

- ♦ Differentiate between special and specific educational needs
- ♦ Understand the criteria of maximum normality behind Inclusive Education
- ♦ Know how attention to diversity is vertically structured throughout the educational stages
- ♦ Understand the structure of the educational system and how educational projects and plans are developed
- ♦ Understand the bases of the organization of the curriculum at the center and classroom level
- ♦ Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention
- ♦ Understand the functioning and expertise of educational guidance teams and their role in the attention to diversity and high-capacity individuals
- ♦ Analyze the historical background of High Capacities

**Module 3. New Technologies and Cooperative Learning**

- ♦ Understand the urgent need for specific teacher training in the field of high-capacity individuals
- ♦ Discuss the advantages and disadvantages of the transformation of education with new methods and technological tools
- ♦ Know digital educational content, digital tools and educational platforms
- ♦ Elaborate a base of technological resources that used for educational practice

- ♦ Compare digital resources and share experiences to compile a resource bank
- ♦ Know the institutions that bet on and work for Inclusive education, research and for the defense of the rights of students with high capacities

**Module 4. Successful Educational Experiences**

- ♦ Review the curricular organization in different educational stages
- ♦ Compare screening results carried out by different educational agents
- ♦ Know the process of psycho-pedagogical evaluation as part of the identification process
- ♦ Analyze the most frequent psycho-pedagogical evaluation tools
- ♦ Learn how to interpret the results of a psycho-pedagogical evaluation with regard to educational responses



*The quality of education offered by TECH is unparalleled and you will experience it in this Postgraduate Diploma”*

# 03

# Course Management

The teaching staff of this Postgraduate Diploma is made up of top-level professionals chosen by TECH to design the most complete contents that will make graduates a much more competent professional in their area. Specialists who have researched and worked directly with Educational Innovation in High Capacities and who, through their experience, will transmit the advances that the psychologist must know in order to intervene successfully in the consultation of these patients. In addition, students will have the support of the specialized team for any doubts that may arise during their 100% online study.



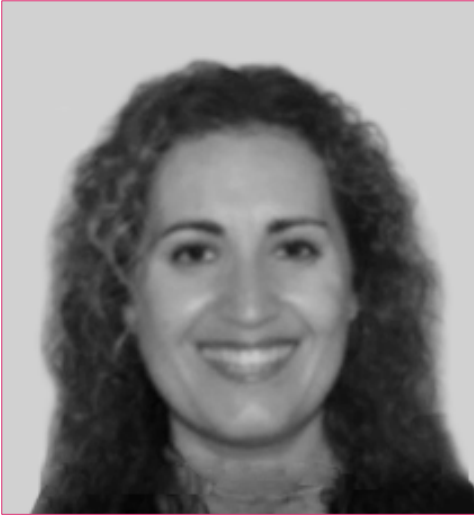




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*Being guided by international specialists is possible with TECH”*

## Address



### **Dr. Medina Cañada, Carmen Gloria**

- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Psychologist and Speech Therapist at the Asperger's Association of the Canary Islands (ASPERCAN)
- ♦ Psychologist and Speech Therapist at Yoyi
- ♦ Psychologist and Speech therapist at the Centro de Estudios Audiológicos y Logopedia (Center for Audiology and Speech Therapy Studies)
- ♦ Psychologist of minors in the Psychological Orientation Area at ANSITE
- ♦ Bachelor's PhD in Pedagogy, University of La Laguna
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Degree in Primary Education from La Laguna University

## Professors

### Dr. Peguero Álvarez, María Isabel

- ♦ Specialist in Family Medicine and Pharmacy, Extremeño Service of Health
- ♦ Family Physician with functions in Pediatrics in Primary Care
- ♦ Coordinator of the Primary Care team in the Extremadura Health Service
- ♦ Author of several publications related to high capacities and of the Guía Práctica Clínica en Atención Primaria (Clinical Practice Guide in Primary Care)
- ♦ Participation in various forums, congresses and conferences related to high capacities

### Ms. Rodríguez Ventura, María Isabel

- ♦ Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote SL
- ♦ Coordinator, Therapist and Head Pedagogue at Asociación Creciendo Yaiza
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Intervention in Learning Difficulties from University ISEP
- ♦ Member of : the Instituto Canario de Altas Capacidades (Canary Institute of High-Capacity Individuals) Lanzarote delegation

### Mr. Hernández Calvín, Francisco Javier

- ♦ Specialist in Psychopedagogy and High Capacities
- ♦ Manager of Neurosynchrony (Alicante)
- ♦ Judicial Expert at the Valencia Community International Institute of High Capacities
- ♦ Degree in Psychopedagogy from ULPGC
- ♦ Postgraduate certificate in Primary Education from the Autonomous University of Gran Canaria (ULPGC)
- ♦ Professional Master's Degree in High Abilities by CEU Cardenal Herrera University

### D. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of the Web Applications Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning , Tech Education
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master' s Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business

### Ms. Pérez Santana, Lirian Ivana

- ♦ Psychologist Specialized in High Intellectual Capacities
- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- ♦ Guidance Counselor at IES Vega de San Mateo
- ♦ Guidance counselor at CPEIPS Nuestra Señora de las Nieves
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology

**Ms. Herrera Franquis, María del Carmen**

- ♦ Director of the Canary Islands Psychological Center
- ♦ Director of the Canary Islands Institute of High-Capacity Individuals in Tenerife
- ♦ Teacher in university studies and of Postgraduate
- ♦ Degree in Psychology
- ♦ Expert in the Psychological Approach to Personality Disorders in Childhood and Adolescence
- ♦ Member of: National Network of Psychologists for the Psychological Attention to Victims of Terrorism of the Ministry of the Interior

**Mr. Hernández Felipe, Eduardo**

- ♦ Psychologist Expert in High Abilities and Social Intervention
- ♦ Psychologist Responsible for an Immediate Care Center
- ♦ Child and Adolescent Psychologist at DUO Center
- ♦ Psychologist at The Catholic Worker Farm
- ♦ Collaborator in the the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Master's Degree in Family Intervention from the University of Gran Canaria
- ♦ Master's Degree in General Health Psychology from the University of Valencia
- ♦ Master's Degree in High Abilities and Inclusive Education







**Ms. Jiménez Romero, Yolanda**

- ♦ Pedagogical advisor and external educational collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Educational psychologist from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

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*An unique, key, and decisive educational experience to boost your professional development”*

# 04

## Structure and Content

Thanks to the most advanced methodology and technology, TECH offers a 100% online educational program, with the most specific and high quality content. With the intervention of the most knowledgeable professionals who make up the teaching staff and the most advanced resources, students will have theoretical and practical material at their disposal 24 hours a day, distributed on a modern, secure and intuitive virtual platform, accessible from any device with an internet connection. This way, you will be up to date with the pedagogical framework of High Capacities, new technologies and Cooperative Learning, as well as successful educational experiences. A very complete program to be studied during 6 weeks.



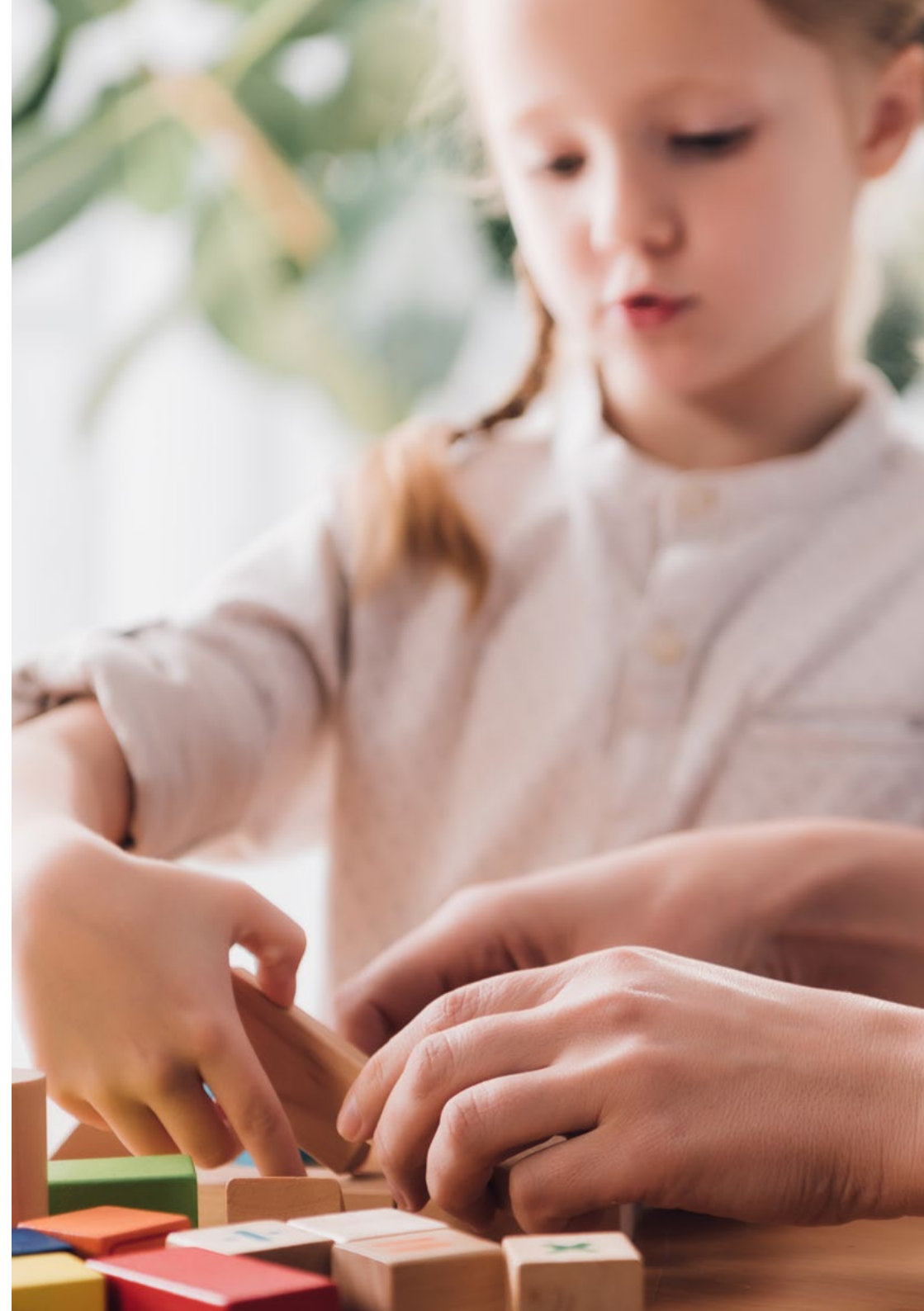


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*These contents will provide you with the necessary competences to become an expert psychologist in Educational Innovation in High-Capacity Individuals”*

## Module 1. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

- 1.1. Emerging Educational Paradigm: Toward the Education We Need
  - 1.1.1. Teacher Role beyond Transmitting Knowledge
  - 1.1.2. Student Role in the New Learning Context
- 1.2. Attention to Diversity in Our Pedagogic-Legal Framework
  - 1.2.1. BORRAR
  - 1.2.2. International Treaties
- 1.3. Organizing the Curriculum and High-Capacity Individuals
  - 1.3.1. Educational Plans and Projects
  - 1.3.2. Organizing the Curriculum and the Classroom
  - 1.3.3. Orientation and Guidance Teams
- 1.4. The Evolution of the Concept of Intelligence
  - 1.4.1. Factorial and Multifactorial Models
  - 1.4.2. Synthesis Models and Capacity Studies
  - 1.4.3. From Psychometric Theories to the Information Processing Model
  - 1.4.4. Computational Model
  - 1.4.5. Models Based on Neuroscience: Human Connectome
- 1.5. Explanatory Theories on High-Capacity Individuals
  - 1.5.1. Scientific Basis
  - 1.5.2. Renzulli's Theory
  - 1.5.3. Gagné's Theory
  - 1.5.4. Theories on Intelligence
  - 1.5.5. Evolutionary Models
  - 1.5.6. Multiple intelligences
- 1.6. Educational Paradigm and Pedagogic-Scientific Framework Concerning High-Capacity Individuals
  - 1.6.1. Definition and history of the biopsychosocial model
  - 1.6.2. Some sociocultural models that explain High Capacities
  - 1.6.3. The biopsychosocial model: the integrative model
  - 1.6.4. Scientific Framework of High-Capacity Individuals
  - 1.6.5. High Capacity Individuals from a Pedagogical Perspective





- 1.7. Multidisciplinary Evolution
  - 1.7.1. Attention to diversity: detection, assesment and diagnosis
  - 1.7.2. Psychopedagogical Evaluation
  - 1.7.3. Psychopedagogical Evaluation in High Intellectual Capacities
  - 1.7.4. Multidisciplinary Evolution
- 1.8. Specific Educational Needs and Teacher Training
  - 1.8.1. The concept of educational needs: origin and historical evolution
  - 1.8.2. Specific educational needs; regulations on SEN
  - 1.8.3. Definition and Classification of SEN
  - 1.8.4. Characteristics of SEN
  - 1.8.5. Training-teaching needs and educational response to the ACNEAE
- 1.9. The challenge of the school of the 21st century regarding High Capacities
  - 1.9.1. Brief Historical Review
  - 1.9.2. A plural and democratic society
  - 1.9.3. The Educational challenges of the 21st century regarding diversity
  - 1.9.4. The Educational challenges of the 21st century regarding High Intellectual Capacities
  - 1.9.5. Competence-based learning in students with High Intellectual Capabilities

## Module 2. Definition and Classification of High-Capacity Individuals

- 2.1. Definitions of High-Capacity Individuals
  - 2.1.1. What do we mean by High Intellectual Capacities?
  - 2.1.2. Models to differentiate High Capacity Individuals
  - 2.1.3. Definition of High Capacities: principles to take into account
  - 2.1.4. Variables that intervene in the identification of High Capacity Individuals
  - 2.1.5. Risk factor of the High Capacity Individuals
  - 2.1.6. Defining the diversity of High Capacities: profiles of High Intellectual Capacity Individuals
- 2.2. Spectrum of High-Capacity Individuals
  - 2.2.1. Differential Evolutionary Profiles
  - 2.2.2. Qualitative Cut-off Points
  - 2.2.3. East of the Gaussian Bell
  - 2.2.4. Crystallization of Intelligence

- 2.3. Intellectual Precociousness
  - 2.3.1. Intellectual Precociousness Characteristics
  - 2.3.2. Annotated Real Case Studies
- 2.4. Simple Talent
  - 2.4.1. Simple Talent Characteristics
  - 2.4.2. Verbal Talent
  - 2.4.3. Mathematical Talent
  - 2.4.4. Social Talent
  - 2.4.5. Motor Talent
  - 2.4.6. Musical Talent
  - 2.4.7. Real Case Studies of the Different Talents
- 2.5. Compound Talent
  - 2.5.1. Academic Talent
  - 2.5.2. Artistic Talent
  - 2.5.3. Real Case Studies of Compound Talents
- 2.6. Giftedness
  - 2.6.1. Differential Diagnosis
- 2.7. Characteristics of Giftedness
  - 2.7.1. Gender and Evolutionary Variables
  - 2.7.2. Giftedness Clinic
  - 2.7.3. Double Exceptionality
- 2.8. Giftedness Clinic
  - 2.8.1. Introduction to Desynchronies
  - 2.8.2. Other disorders and comorbidities
- 2.9. Cognitive Learning Styles
  - 2.9.1. Learning Styles
  - 2.9.2. Brain quadrant model
  - 2.9.3. Silverman's dimensional model
  - 2.9.4. Experience-based learning model
  - 2.9.5. Neurolinguistic Programming Model
  - 2.9.6. Cognitive Learning Styles
  - 2.9.7. Questionnaires and instruments for their assessment
  - 2.9.8. Implications in Educational Practice

### Module 3. New Technologies and Cooperative Learning

- 3.1. The Transformation of Education with New Teaching Methods
  - 3.1.1. Approaches and Perspectives
  - 3.1.2. Information Communication Technologies (ICTs)
  - 3.1.3. Technology for Learning and Knowledge
  - 3.1.4. Empowerment and Participation Technologies
- 3.2. Impact of New Technologies in Education
  - 3.2.1. Digital Skills in Students
  - 3.2.2. Digital Skills in Teachers
  - 3.2.3. The Role of Families and the Regulation of Use
- 3.3. Educating With the Use of New Technologies
  - 3.3.1. Advantages and Disadvantages of the Use of ICTs
  - 3.3.2. ICTs and their possibilities for students with HC
- 3.4. Structure and Abilities in Cooperative Learning
  - 3.4.1. Implementation of collaborative learning
  - 3.4.2. Cooperative learning and use of new technologies
- 3.5. Purposes of Cooperative Learning From a Multicultural Approach
  - 3.5.1. Cooperative learning and social context
  - 3.5.2. Interculturality and the benefits of educational partnership
- 3.6. Application in Each of the Educational Stages
  - 3.6.1. Teamwork and Group Cohesion in Early Childhood Education
  - 3.6.2. Cooperative Techniques in Early Childhood Education
  - 3.6.3. Didactics and Experiences in Primary Education Simple Structures
  - 3.6.4. Primary Research and Projects
  - 3.6.5. Importance of Roles in Secondary Education
  - 3.6.6. Evaluation of Cooperative Experiences in Secondary Schools
- 3.7. Design of Activities and Group Dynamics
  - 3.7.1. Group cohesion activities
  - 3.7.2. Group Dynamics
- 3.8. The Role of the Teacher as Facilitator and Guide
  - 3.8.1. Teacher the guide in the digital era
  - 3.8.2. The Classroom as Learning scenarios

- 3.9. Assessment of Cooperative Learning
  - 3.9.1. Peer Assessment
  - 3.9.2. Self-Observation
  - 3.9.3. Teacher Assessment

### Module 4. Successful Educational Experiences

- 4.1. Centers of Interest and Project Work in Pre-School
  - 4.1.1. Development of Project Work
  - 4.1.2. Role of the Participants
  - 4.1.3. Assessment of Project Work
- 4.2. Cognitive and Language Stimulation Projects Applied to Pre-School Education
  - 4.2.1. Areas of Cognitive Stimulation
  - 4.2.2. Cognitive Stimulation Programs
  - 4.2.3. Language Prerequisites
  - 4.2.4. Language Stimulation Programs
- 4.3. Virtual Learning Environments in Pre-School and Primary Education
  - 4.3.1. Virtual environments as a diagnostic and adaptive tool
  - 4.3.2. Language workshops
  - 4.3.3. Mathematics workshops
- 4.4. Art Education in Pre-School and Primary School
  - 4.4.1. Art education in pre-school and elementary school
  - 4.4.2. Art education in elementary school
  - 4.4.3. Resources and activities in art education
- 4.5. Project Based Learning in Primary and in High School Education
  - 4.5.1. Steps to Implement Project-Based Learning
  - 4.5.2. Tools Used
  - 4.5.3. Description of Experiences
- 4.6. Cognitive and Education Strategies in Secondary Education
  - 4.6.1. Metacognitive Strategies in Secondary Education
  - 4.6.2. Learning assessment strategies in secondary education



- 4.7. Flipped Classroom
  - 4.7.1. Flipped Classroom origins
  - 4.7.2. Development of Methodology
  - 4.7.3. Experiences and Applications
- 4.8. Gamification
  - 4.8.1. Origins of Gamification
  - 4.8.2. Development of Methodology
  - 4.8.3. Experiences and Applications
- 4.9. Resource Bank at Different Stages for High-Capacity Individuals
  - 4.9.1. Resources in pre-school and Primary Education
  - 4.9.2. Resources in Middle/High School Education

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*This Postgraduate Diploma contains the most Competitive educational program on the Sector. In this way, you will ensure the best knowledge and maximize your job opportunities”*

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# 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.





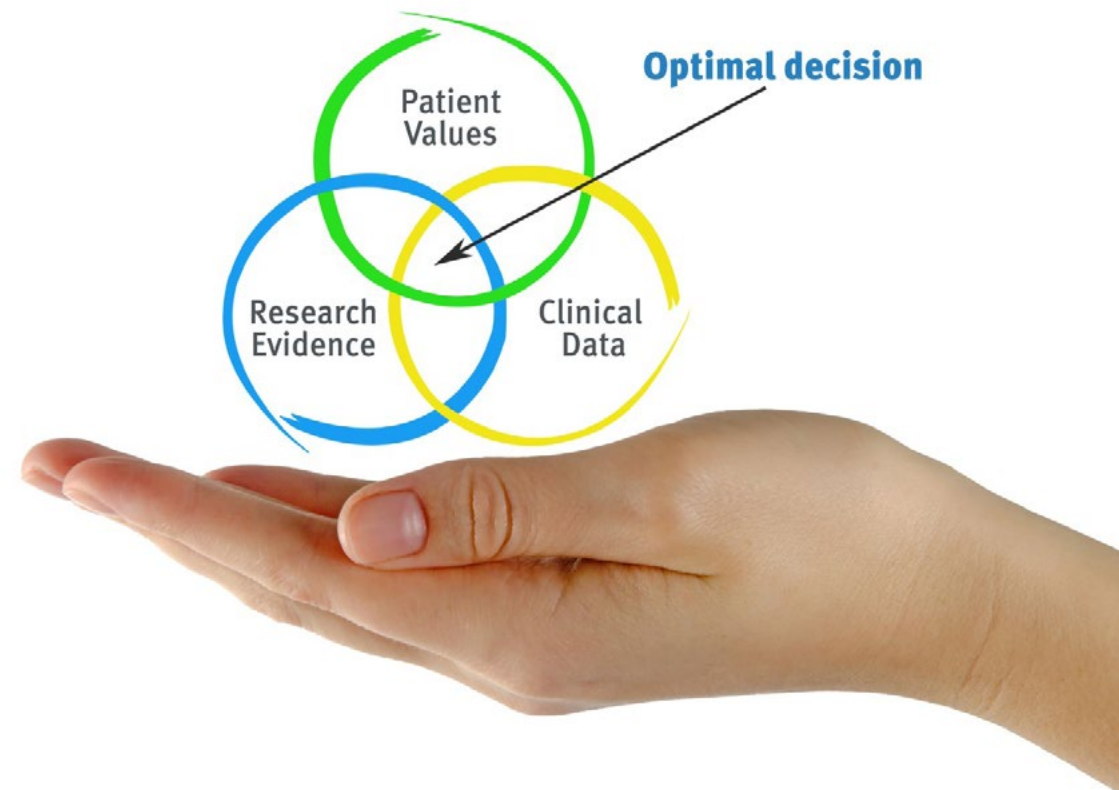
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH 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.

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. 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

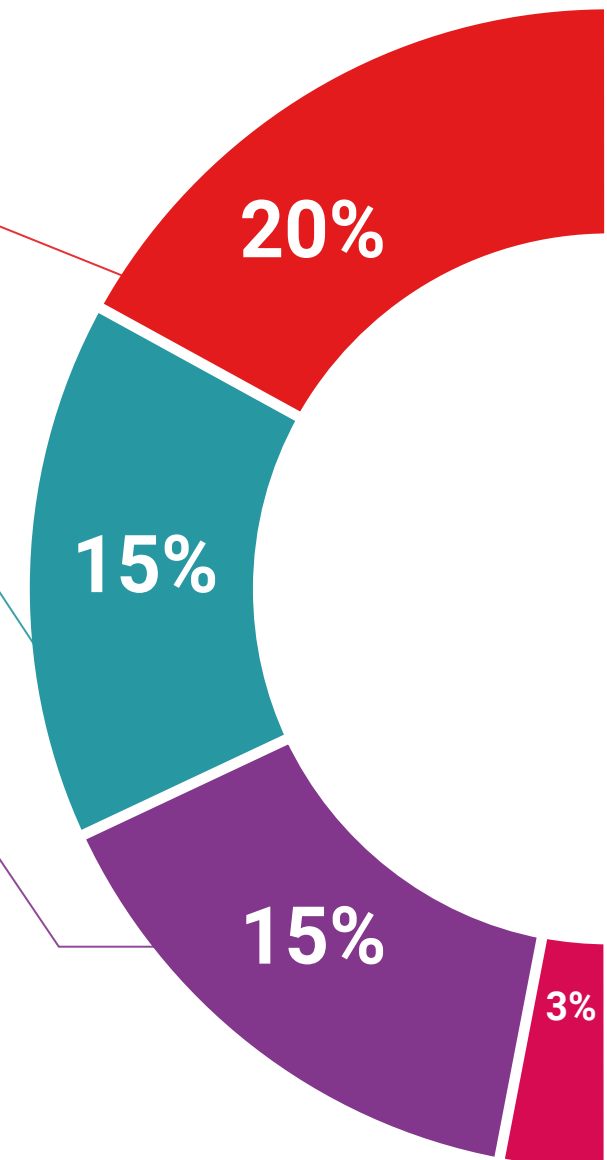
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

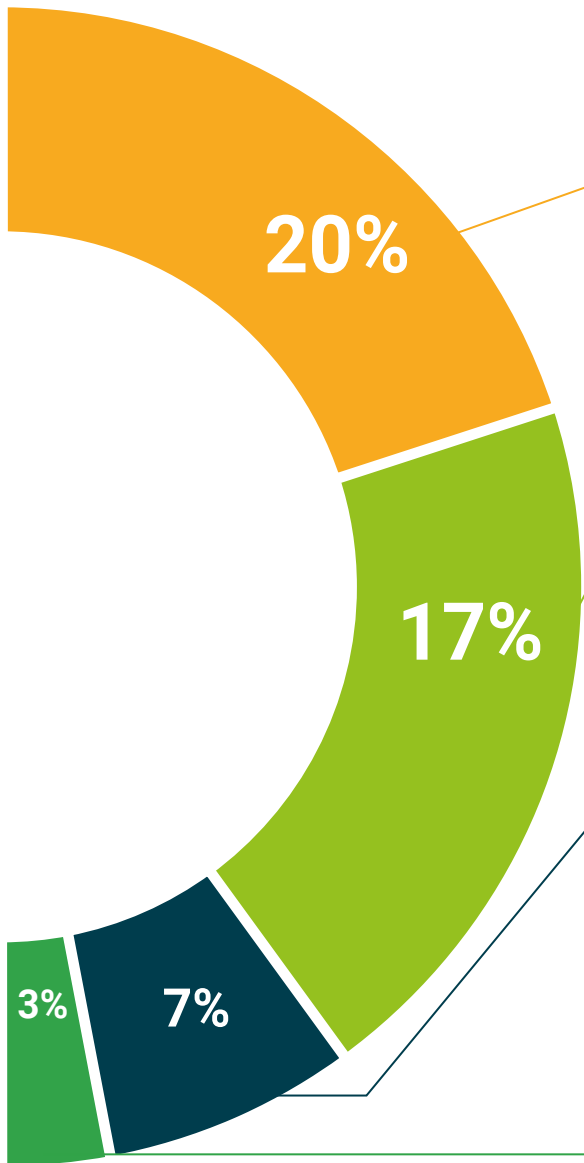
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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.



06

# Certificate

This Postgraduate Diploma in Educational Innovation in High-Capacity Individuals guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





The image features two graduation caps against a blue sky with light clouds. One cap is black with a gold tassel, and the other is maroon with a black tassel. The background is split diagonally into white and magenta sections.

“

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

This program will allow you to obtain your **Postgraduate Diploma in Educational Innovation in High-Capacity Individuals** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Diploma in Educational Innovation in High-Capacity Individuals**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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

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



## Postgraduate Diploma Educational Innovation in High-Capacity Individuals

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

## Educational Innovation in High-Capacity Individuals