Postgraduate Diploma
Educational Psychology

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Postgraduate Diploma
Educational Psychology

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-educational-psychology

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01

Introduction

The educational environment is a path of development of broad horizons for the psychologists. The diversity of educational situations that exist, learning difficulties, or emotional or social development require professionals who are really qualified to intervene in this field. For this, it is essential to have specific knowledge of the work and to manage the techniques and processes of this area. With this intensive specialization you will learn the latest techniques and innovations in Educational Psychology, from the hand of expert psychologists in the field that will allow you to achieve your goals and progress in your career, with expert quality.

Become an expert in Educational Psychology, with the most updated knowledge, the latest developments of intervention in this field and the capacity of intervention of a first level professional"

This Postgraduate Diploma provides extensive knowledge in advanced models and techniques in Educational Psychology. For this, you will have a teaching faculty that stands out for its extensive professional experience in the different fields in which psychology has developed and in different sectors of the population.

Throughout this program, you will learn the current and newest approaches on this topic. You will learn about language development disorders, as well as support and counseling techniques for teaching teams, favoring teamwork.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic and more efficient. We will work to keep you motivated and to develop your passion for learning, helping you to analyze and to develop critical thinking skills.

A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

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

- The development of 100 case studies presented by experts in Educational Psychology
- The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential for Psychologist
- New developments and innovations in the different areas of psychology
- Practical exercises where the self-assessment process can be carried out to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on cutting-edge 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

An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"

An approach totally focused on training effectiveness, which will allow you to learn in a real, constant and efficient way"

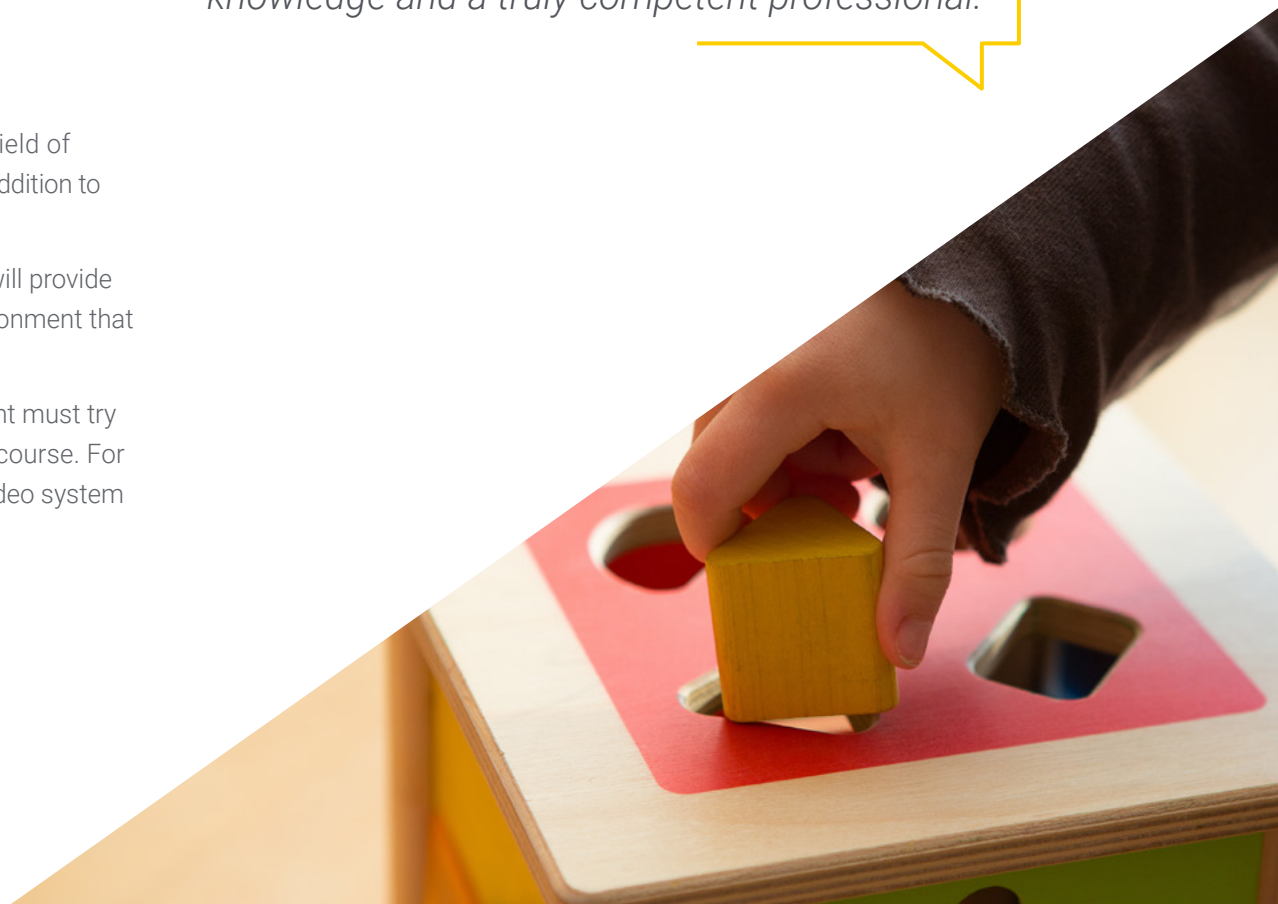
Join one of the most promising areas in the field of psychology today.

This Postgraduate Diploma makes the difference between a professional with a lot of knowledge and a truly competent professional.

It includes a very broad teaching staff of professionals belonging to the field of psychology, who pour into this specialization the experience of their work, in addition to recognized specialists of reference societies and prestigious universities.

The 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 program designed to learn in real situations.

This program is designed around Problem-Based Learning, where the student must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced psychology experts.



02

Objectives

The objectives of this program have been established as a guide for the entire specialization with the specific mission of offering students a very intensive program that will really boost their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.

If your goal is to improve in your profession and acquire a qualification that will enable you to compete with the best, then look no further. This specialization will give your career the boost it needs"

General Objectives

- Identify the needs of individuals in the instructional process and discriminate those needs
- Create an action plan based on the identified needs, and the previous analysis carried out
- Identify differences in individuals associated with instruction. Identify the needs and problems of individuals related to instruction
- Describe the processes of group interaction in the instructional situation. Likewise, to discriminate the inter- and intra-group relationships in the instructional process
- Study the processes of group interaction in the instructional situation
- Explain the context in which individuals' behaviors occur and their relationship to instructional variables
- Describe the processes of group interaction in each instructional stage
- Define the variables involved in the instructional process according to the needs
- Identify the appropriate psychological intervention techniques to achieve the objectives according to the individual's developmental stage
- Distinguish among the most effective intervention strategies and techniques to improve the individual's learning process, and apply these strategies and techniques in the instructional process

Specific Objectives

- Know and comply with the deontological obligations of Psychology
- Have critical judgment skills to evaluate processes or situations objectively
- Master association-based learning: classical, operant, and causal conditioning; spatial, observational (vicarious) learning; concept and category learning; and skill and strategy learning
- Learn the three main topics of thinking, reasoning, decision making and problem solving

This Postgraduate Diploma is aimed at all psychologists who want to achieve a high degree of specialization"

03

Structure and Content

The contents of this complete specialization have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.

This Online Postgraduate Diploma in Educational Psychology contains the most complete and up-to-date scientific program on the market"

Module 1. Educational Psychology

1.1. History, Concept and Current Trends in Educational Psychology
- 1.1.1. History: Beginning, Birth and Consolidation of Educational Psychology
- 1.1.2. Conceptual Issues and Epistemological Diversity
- 1.1.3. Educational Research Methodology

1.2. Nature, Characteristics and Approaches to Learning
- 1.2.1. Introduction
- 1.2.2. Learning Metaphors
- 1.2.3. Conclusions

1.3. Behavioral Theories and Implications for Education
- 1.3.1. Classical Conditioning in the Educational Context
- 1.3.2. Instrumental Conditioning in the Educational Context
- 1.3.3. Operant Conditioning in the Educational Context
- 1.3.4. Social Learning by Bandura
- 1.3.5. Techniques of Behavior Modification Based on Conditionings

1.4. Theories of Information Processing
- 1.4.1. Beginnings, Influence Centers and Consolidation Period
- 1.4.2. Adaptive Thought Control Theory
- 1.4.3. Theory of Schemes
- 1.4.4. Information Processing Theory

1.5. Cognitive Learning Theories
- 1.5.1. Classic Theories
- 1.5.2. Current Theories
- 1.5.3. Implications in the Current Educational Context

1.6. Intelligence
- 1.6.1. Conceptualization
- 1.6.2. Psychometric Approach Theories
- 1.6.3. Assessment Tools
- 1.6.4. Cognitive / Current Theories
- 1.6.5. Current Theories

1.6.6. Feuerstein's Model
1.6.7. Sternberg Triarchic Theory
1.6.8. Gardner's Theory of Multiple Intelligences
1.6.9. Emotional Intelligence by Salovey, Mayer and Caruso
1.6.10. Assessment Tools
1.6.11. Intervention Programs
1.7. Learning Styles and Thinking
1.7.1. Conceptualization
1.7.2. Typologies, Features and Differential Criteria
1.7.3. Assessment Tools
1.8. School Motivation and Learning
1.8.1. Conceptualization and Explanatory Models of Motivation
1.8.2. Types of Motivation
1.8.3. Academic Goals
1.8.4. Motivation for Achievement
1.8.5. Assessment Tools
1.8.6. Intervention Models
1.9. Creativity Conceptual Approach
1.9.1. Classic Models
1.9.2. Current Models
1.9.3. Assessment Tools
1.9.4. Educational Applications
1.10. Interpersonal Relationships and Social Skills
1.10.1. Classroom Group Processes
1.10.2. Classroom Dynamics
1.10.3. Conclusions

Module 2. Instructional Psychology

2.1. Historical Development and Current Trends in Instructional Psychology
2.1.1. Historical Development: Roots, Birth and Development
2.1.2. Classical and Modern Theories
2.1.3. Conceptualization of the Psychology of Instruction
2.2. Methodology and Instructional Research
2.2.1. Scientific knowledge, Theories and Research in Educational Psychology and Instructional Psychology
2.2.2. Types of Designs
2.2.3. Types of Research Methodology
2.3. Instructional Design
2.3.1. Conceptualization
2.3.2. Design Dimensions and Components
2.3.3. Instructional Design Levels
2.3.4. Instructional Design Phases
2.3.5. Instructional Design Types
2.4. Teacher Instructional Mediation: Teaching Styles. Assessment and Intervention
2.4.1. Conceptual Approach
2.4.2. Typologies: Classic and Modern
2.4.3. Assessment Tools
2.4.4. Intervention Proposals in the Instructional Context
2.5. Learner Mediation: Learning Strategies. Assessment and Intervention
2.5.1. Conceptual Approach
2.5.2. Analysis of the Current State of Research
2.5.3. Typological Diversity
2.5.4. Assessment Tools
2.5.5. Intervention Programs in Learning Strategies
2.6. Peer Mediation. Cooperative Learning
2.6.1. Conceptual Approach and Variables Involved in Cooperative Learning
2.6.2. Cooperative Learning Models and Structures
2.6.3. Implications in the Instructional Context
2.7. Context Mediation. Situation Variables
2.7.1. Identification of Situational Variables
2.7.2. Physical Environment and Material Resources
2.7.3. Conclusions
2.8. Instructional Design in Learning Content. Evaluation and Intervention Programs
2.8.1. Written Language
2.8.2. Mathematical Language
2.8.3. Evaluation Instruments in the Instructional Context
2.8.4. Intervention Programs

2.9. Instructional Design in Values
- 2.9.1. Evaluation and Intervention Identification of Values
- 2.9.2. Analysis of Values in the Instructional Context
- 2.9.3. Evaluation Instruments and Intervention Proposals

2.10. Instructional Design and Attention to Diversity. Evaluation and Intervention Proposals
- 2.10.1. Conceptualization and Identification of Diversity in the Instructional Context
- 2.10.2. Analysis of Diversity in the Instructional Context Assessment Tools and Intervention Proposals
- 2.10.3. Conclusions

Module 3. Learning psychology

3.1. Learning and classical conditioning
- 3.1.1. Introduction
- 3.1.2. Reflex, habituation and sensitization
- 3.1.3. Classical conditioning

3.2. Operant conditioning
- 3.2.1. Basics of operant conditioning
- 3.2.2. Reinforcement and punishment programs
- 3.2.3. Extinction

3.3. Causal learning
- 3.3.1. Introduction
- 3.3.2. Causal learning models
- 3.3.3. Learned helplessness

3.4. Spatial learning
- 3.4.1. Introduction
- 3.4.2. Tolman, pioneer of spatial learning
- 3.4.3. Conclusions

3.5. Learning by Observation
- 3.5.1. Introduction
- 3.5.2. Observational learningEl aprendizaje observacional
- 3.5.3. Bandura's social learning theory
- 3.5.4. Alternatives to imitation
- 3.5.5. Brain substrates: mirror neurons

3.6. Learning concepts and categories, skills and strategies
- 3.6.1. Introduction
- 3.6.2. Learning of abstract relationships (categories and concepts)
- 3.6.3. Learning skills
- 3.6.4. Learning strategies

3.7. Deductive reasoning
- 3.7.1. Introduction
- 3.7.2. Deductive reasoning: propositional
- 3.7.3. Key inferences
- 3.7.4. Reasoning theories

3.8. Probabilistic reasoning
- 3.8.1. Introduction to inductive reasoning: categorical induction
- 3.8.2. Introduction to probabilistic reasoning
- 3.8.3. Heuristics
- 3.8.4. Mental models theory

3.9. Learning, motivation and emotion
- 3.9.1. Introduction
- 3.9.2. Normative decision theory
- 3.9.3. Decision Making

3.10. Contextual reasoning
- 3.10.1. Daily reasoning
- 3.10.2. Argumentative skills
- 3.10.3. Creativity

Module 4. Developmental psychology

4.1. Developmental Psychology as a science
- 4.1.1. Conceptual Approach
- 4.1.2. Development dichotomies
- 4.1.3. Areas of development
- 4.1.4. Life cycle periods
- 4.1.5. Theories of development

4.2. Prenatal development and birthDesarrollo prenatal y nacimiento
- 4.2.1. Prenatal development
- 4.2.2. The birth
- 4.2.3. The first newborn screening Newborn capabilities
- 4.2.4. Reflections
- 4.2.5. The activation states

4.3. Alterations in prenatal development
- 4.3.1. Early care
- 4.3.2. Genetic abnormalities
- 4.3.3. The influence of environmental factors on prenatal development
- 4.3.4. Perinatal disorders Early care
- 4.3.5. Conceptual approach Typology and characteristics of early childhood care
- 4.3.6. Structure and Operation

4.4. Evolutionary characteristics of the individual during the first three years of life: development
- 4.4.1. General characteristics of the stage and its location in the current educational system
- 4.4.2. Physical development
- 4.4.3. Cognitive Development
- 4.4.4. Linguistic development
- 4.4.5. Socio-emotional development

4.5. Childhood development (3-6 years)
- 4.5.1. General characteristics of the stage and its location in the current educational system
- 4.5.2. Physical development
- 4.5.3. Cognitive Development
- 4.5.4. Linguistic development
- 4.5.5. Socio-emotional development

4.6. Developmental disorders in the early childhood education period
- 4.6.1. Assessment and intervention guidelines
- 4.6.2. Sleep disturbances and eating behavior
- 4.6.3. Sphincter control
- 4.6.4. Separation anxiety Social and environmental influences
- 4.6.5. Mental retardation
- 4.6.6. Neurodevelopment Disorders

4.7. Childhood development (6-12 years)
- 4.7.1. General characteristics of the stage and its location in the current educational system
- 4.7.2. Physical development
- 4.7.3. Cognitive Development
- 4.7.4. Linguistic development
- 4.7.5. Socio-emotional development

4.8. Developmental disturbances in elementary school period
- 4.8.1. Assessment and Intervention
- 4.8.2. Behavioral disorders
- 4.8.3. Socio-emotional disorders
- 4.8.4. Attention Deficit Hyperactivity Disorders: Assessment Tools and Intervention Programs

4.9. Development during adolescence and early adulthood
- 4.9.1. Stage alterations
- 4.9.2. General characteristics of the stage and its location in the current educational system
- 4.9.3. Physical development
- 4.9.4. Cognitive Development
- 4.9.5. Socio-emotional development
- 4.9.6. Emancipation from family of origin Inclusion of youths
- 4.9.7. Substance use

4.10. Adult development: physical and psychosocial
- 4.10.1. Development in the elderly: aging, retirement and family
- 4.10.2. Health and disease in the elderly
- 4.10.3. Assessment and Intervention
- 4.10.4. Adult physical and psychosocial development of adults: adaptation, changes, stages, crises
- 4.10.5. Adulthood and family and work context
- 4.10.6. An ageing population: physical, cognitive, social, psychological Retirement
- 4.10.7. The elderly and the family context
- 4.10.8. Physical alterations
- 4.10.9. Cognitive Impairment
- 4.10.10. Dementias
- 4.10.11. Depression

04

Methodology

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

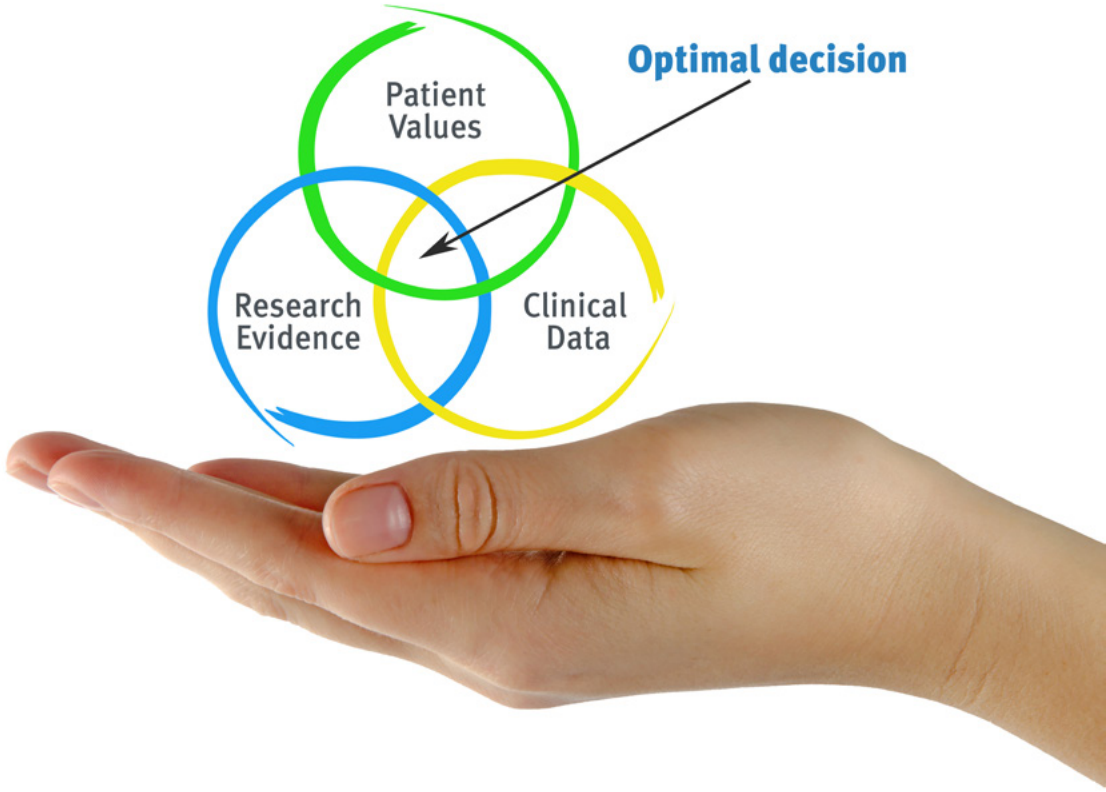
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

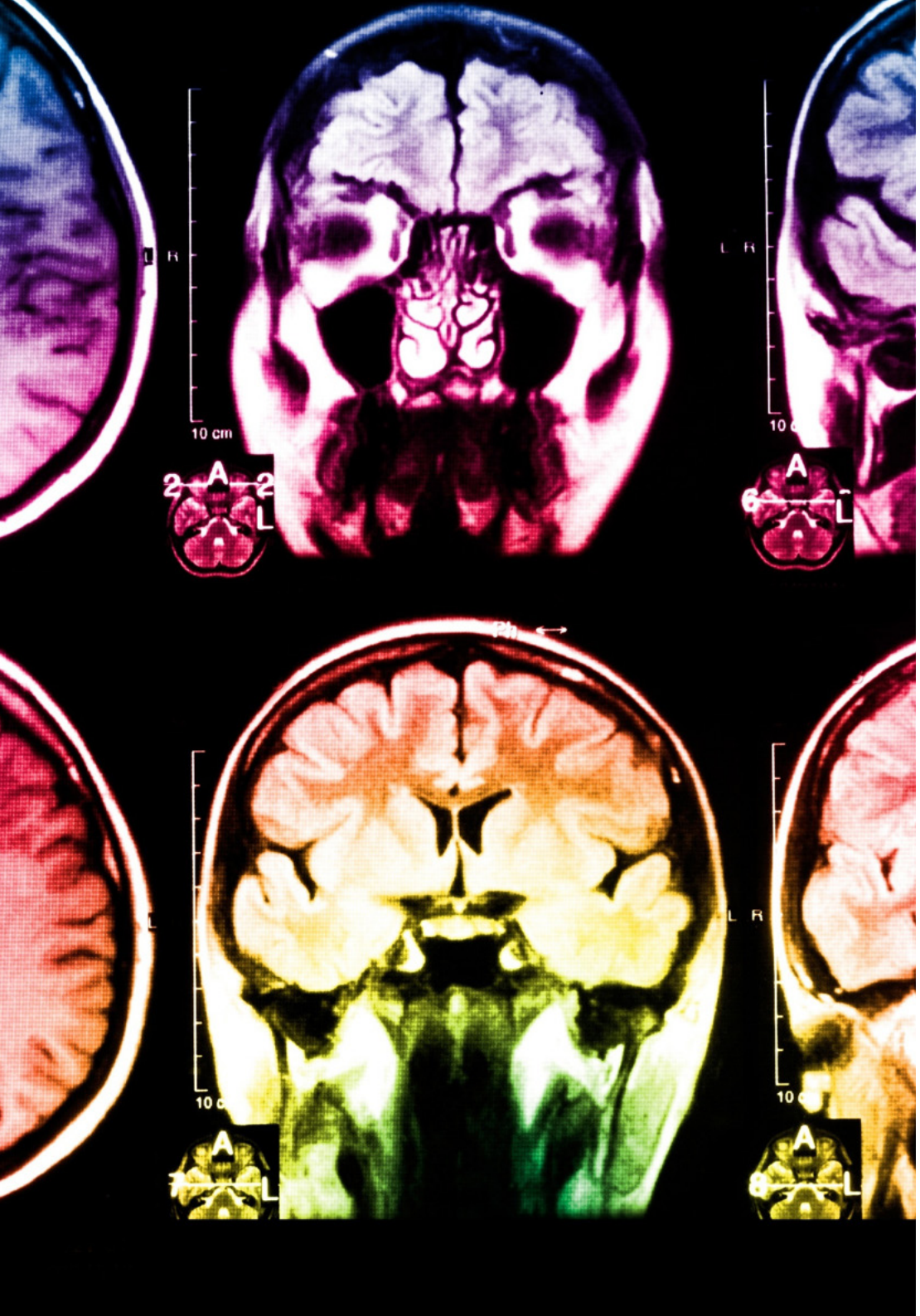
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate 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.

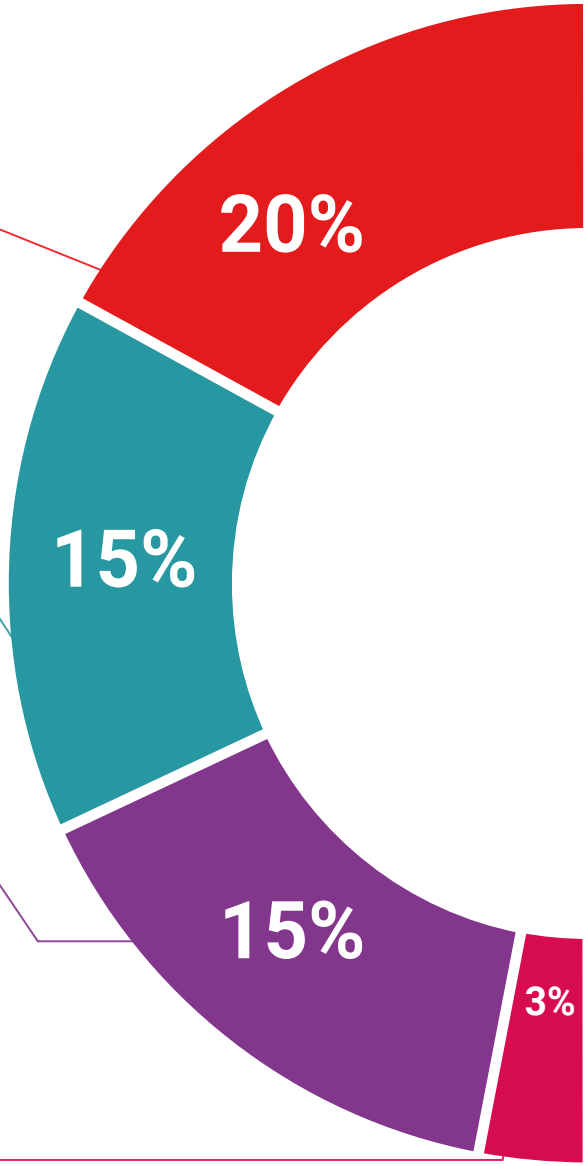
Interactive Summaries

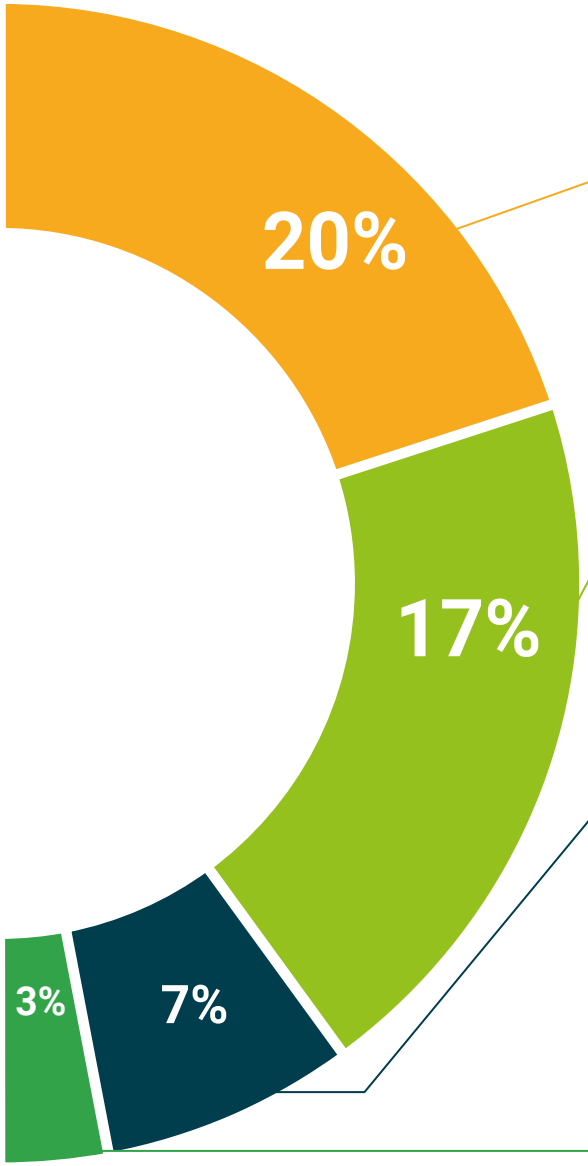
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

05

Certificate

The Postgraduate Diploma in Educational Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

Include in your specialization a Postgraduate Diploma in Educational Psychology: A huge step forward in your competitiveness in the sector"

This private qualification will allow you to obtain a **Postgraduate Diploma in Educational Psychology** 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: **Postgraduate Diploma in Educational Psychology**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**


tech global university

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

Postgraduate Diploma in Educational Psychology

This is a private qualification of 720 hours of duration equivalent to 24 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

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

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

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