

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

## Contact

Name: Cristina Laborda Molla

Email: Cristina.Laborda@uab.cat

## Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

## Teachers

Susana Donada Colomer

## Prerequisites

1. To aim at the Inclusive Education mention it is necessary to: (A) have passed all the basic and compulsory subjects (B) have passed the 4 mention subjects and (C) have passed one of the following subjects: Mediation Strategies or Linguistic reception in the school.
2. It is advisable to have passed " Learning and development I-II and Differences and Inclusion

## Objectives and Contextualisation

This subject is part of the Inclusive Education subject. In the context of the current inclusive school, it is necessary to have a context in which the teacher is an innovator agent and manager of the diversity that eases the transformation of the ordinary school with the aim to increase its capability to attend all the students giving emphasis to students with specific cognitive learning needs.

The two aims to achieve are:

1. Adapt the teaching-learning process to solve the students educational needs in diversity contexts
2. Energize the educational inclusive process in a collaborative context in multiprofesional areas.

## Skills

### Primary Education

- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Develop autonomous learning strategies.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.

- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Respect the diversity and the plurality of ideas, people and situations.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Analyse and identify the educational needs of pupils to design teaching and learning strategies in the context of inclusive schooling.
2. Analyse experiences of good practice in the process of educational inclusion to address collaborative processes between different educational agents.
3. Being able to develop activities and didactic material focusing on language learning adapted to the social and specific contexts of each educational centre.
4. Contribute ideas and know how to integrate them in whole work of the team.
5. Displaying a positive attitude in recognising the importance of taking part in the process of transforming into the inclusive school, as a constant goal of teaching and throughout the teachers professional life.
6. Establish work teams to develop activities independently.
7. Relating science with its technological applications, with its social impact on the didactic situations pertaining to the school.
8. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

## Content

### BLOCK A: THEORY FOUNDATIONS

1. Cognitive development and basic cognitive process: Attention, perception and memory. Learning process: interpersonal, intrapersonal and socio-environmental factors
2. Intellectual skills concept ( high skills and incapacity)
3. Evaluation of the high skills and the intellectual handicaps. Improvement of the detection and the later physiological assistance. Strong and weak points.
4. Educational Services for the intellectual handicaps and high skills.

### BLOCK B: TEACHING-LEARNING PROCESS

5. Educational bases of the cognitive processing models: models, functions, styles and strategies.
6. Students symbolic Language and cognitive disabilities.
7. educational development strategies for the different cognitive syndromes

## Methodology

Activities in this course are autonomous, supervised and guided.

- Guided activities are leaded by the teachers of the course, and are developed in the Faculty rooms. These sessions are in big group and they led expositions, thinkinkd and debate of the main contents of the blocks.
- Supervised activities are out of the room and include individual as well as in group tutoring, which aim is to solve difficulties, to guide tasks and ensure the comprehension of the learning outcomes.
- Autonomous activities are developed by the student in a independent way, and it includes the reading preparation, study cases and some taksts for the most academic achievement of the student.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Big group activities : Lectures, document analysis, students expositions, cine-forum, etc.	45	1.8	
<b>Type: Supervised</b>			
Non presential work based on guidelines.	30	1.2	
<b>Type: Autonomous</b>			
Individual and group work to prepare papers, lectures and case analysis. Study of the contents and exam preparation	75	3	

## Evaluation

Evaluation activities		Grade %	Learning results
BLOCK A	Writing test 25% Practical project: 25%	50%	E1, E2, E3
BLOCK B	Writing test: 25% Practical project : 25%	50%	E2, E4, E5
			All the evidence must be passed

with a minimum mark of 5 in order to be able to do the average grade. If one of the blocks is not passed, this will imply that the minimum expected has not been achieved and the subject will be failed with its corresponding grade of the failed block.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Block A	50%	0	0	5, 7, 3
Block B	50%	0	0	2, 1, 4, 8, 5, 6

## Bibliography

Bermejo, V. (Ed) (1993) Desarrollo Cognitivo. Madrid: Síntesis.

Learning Styles (2001-1) <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html>

Gine, C. (2006). Trastorns del desenvolupament i N E E. Barcelona, UOC.

Hegarty, S. (1994). Educación de niños y jóvenes con discapacidades. París, UNESCO.

Prieto, M. D. y Pérez, L. (2003). Programas para la mejora de la inteligencia: teoría, aplicación y evaluación, Madrid: Síntesis.

Berger, K. H. (2007). Psicología del Desarrollo: infancia y adolescencia. Madrid: Médica Panamericana.

Castellví, P. (1994). Teories i models: Introducció a la psicologia evolutiva i educativa. Barcelona: Encyclopèdia Catalana. Universitat Ramón Llull.

Delval, J. (2006). El desarrollo humano. Madrid: Siglo XXI.

Gutiérrez Martínez, F. (2005). Teorías del desarrollo cognitivo. Madrid: McGraw Hill.

Morris, C. G. & Maisto, A. A. (2009). Psicología (13a. ed.). Mèxic: Pearson-Prentice Hall.

Myers, D. G. (2005). Psicología (7a. ed.). Madrid: Editorial Médica Panamericana.

Palacios J., Marchesi A. & Coll, C (2001). Desarrollo Psicológico y Educación I. Psicología Evolutiva. Madrid: Alianza.

Téllez, A. (2006). Atención, aprendizaje y memoria: aspectos psicobiológicos. México: Trillas.

At the beginning of the course the updated references will be published as well as:

- Web links
- Reading file
- The Autonomous's interactive virtual class - web links