

**Specific Educational Sensorial Needs**

Code: 102025  
ECTS Credits: 6

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

**Contact**

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**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**

Carrasumada Serrano Pau

**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: SENSORY CAPABILITIES: AUDITION**

#### **1. THE DEVELOPMENT OF SENSORY CAPABILITIES: AUDITION**

1.1 Neurophysiological and functional bases of the auditory sensory system.

1.2. Conceptualisation of hearing impairment.

#### **2. PSYCHOLOGICAL ASPECTS OF STUDENTS WITH HEARING DISORDERS**

2.1 Perceptual development in the students.

2.2 Communication and language development.

2.3 Cognitive development.

2.4 Personal, emotional and social development.

2.5. The family context.

#### **3. EDUCATIONAL RESPONSES: elements, criteria and guidelines for organizing educational action in a context of inclusive school.**

3.1 Assessment of educational needs.

3.2. The process of learning and teaching: curriculum adaptations.

3.3. Methodological strategies: organization of space and time.

3.4. Communication and access to information and learning for inclusion flatterring strategies: specific materials

3.5. Role of educational services in the schooling: CREDA

## BLOCK B: SENSORY CAPABILITIES: VISION

### 1. THE DEVELOPMENT OF SENSORY CAPABILITIES: VISION

#### 1.1 Neurophysiological and functional bases of visual sensory system

#### 1.2. Conceptualisation of impaired vision.

### 2. PSYCHOLOGICAL ASPECTS OF STUDENTS WITH VISUAL DISORDERS

#### 2.1 Perceptual development in the students.

#### 2.2 Communication and language development.

#### 2.3 Cognitive development.

#### 2.4 Personal, emotional and social development.

#### 2.5. The family context.

### 3. EDUCATIONAL RESPONSES: elements, criteria and guidelines for organizing educational action in a context of inclusive school.

#### 3.1 Assessment of educational needs.

#### 3.2. The process of learning and teaching: curriculum adaptations.

#### 3.3. Methodological strategies: organization of space and time.

#### 3.4. Communication and access to information and learning for inclusion flattening strategies: specific materials

#### 3.5. Role of educational services in the schooling: CREDV

## Methodology

The methodological approach is the principle of the variety of methodological strategies. It must facilitate active participation and learning of the students. In this sense, keynote sessions will arise with large group, and some activities to work in small groups using cooperative learning and self-employment will be strengthened. The teacher has to support students in this methodological approach, providing some resources to mediate their learning process. The tutorials will be considered as a fundamental part in this methodological approach.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Exposiciones por parte del profesorado de los contenidos y cuestiones básicas del temario. Se realiza con todo el grupo y permite la presentación de los principales contenidos a través de una participación activa y abierta de los estudiantes	45	1.8	
<b>Type: Supervised</b>			
Mandatory tutoring group, individual and group work are required	24	0.96	
<b>Type: Autonomous</b>			
Reading theoretical texts, test preparation, preparation and analysis of cases, other	75	3	

## Evaluation

The evaluation is continuous and based on a written test that will weigh 50% in the final mark and activities / practical work (50% of the final mark). All evidence must obtain a minimum of 5.

Students who have done a proper monitoring of the course and still remains some unachieved evidence, they will have the opportunity to pass the subject through a final re-evaluation. In this case, the maximum mark will be a 5. In any case, the re-evaluation will be considered to raise the obtained mark.

If any of the evidence is not finally passed, the course will be failed with the failed qualification.

To pass this course, it is necessary that the student shows a good communication skills, both orally and writing in the activities.

The results of the evaluation of each of the evidence will have to be published in the virtual campus within a maximum period of 15 days, and will have to provide a review date within 10 days of its publication.

According to regulations UAB, plagiarism or copying of any work or written test will be penalized with a 0 mark, losing the possibility to re-evaluate it, both an individual work and group (in this case, all members of the group have a 0). If during the performance of an individual class work, teacher considers that a student is trying to copy or discovers any type of document or device not authorized by the faculty, it will be scored with 0 and the course will be failed.

Attendance at the face-to-face sessions is mandatory, the student must attend a minimum of 80%. Otherwise the evaluation will correspond to a NP.

The treatment of individual cases, questions, suggestions, etc., will deal with the teacher. The evaluation of this subject follows the criteria and guidelines for evaluating the Faculty of Education, under the Agreement of Academic Planning Commission April 28, 2011, June 4, 2014 and May 28, 2015.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
course work and practical activities into the class	50%	0	0	2, 1, 4, 8, 6, 7, 3
writing test	50%	6	0.24	2, 8, 5

## Bibliography

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