# UAB

**Universitat Autònoma de Barcelona**

**2017/2018**

## Specific Educational Learning Needs

Code: 102026
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: Yes

## Prerequisites

It is advisable to have passed the subjects: "Learning and Development I-II" and "Differences and Inclusion" in the case of Degree of Primary Education; and the subjects "Educational Inclusion: NEE" and "Personality Development 0-6" in the case of Degree of Early Childhood Education.

## Objectives and Contextualisation

This subject matter is part of the Inclusive Education. As part of the current inclusive School, it requires a context in which the teacher as agent of innovation and diversity management, facilitate the transformation of ordinary School in order to increase their capacity student body to know all specific educational learning needs. Both achieve training objectives are:
1. To adapt the educational learning processes to know the educational needs of the student body in the context of diversity.
2. To promote educational inclusion process within a framework multi-collaborative spaces.

## 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

1. Overview of the specific educational needs related to the learning and development.
1.1. Verbal language, reading and writing.
1.2. Development of logical-mathematical reasoning.
1.3. Developing skills in the learning attention.
1.4. Motor development.
2. Process for the detection and assessment of specific educational learning needs. Instruments of evaluation and observation.
3. Intervention and guidance regarding the specific educational learning needs.
3.1. Patterns of action and teaching strategies.
3.2. Programs of intervention: curricular adaptations.
3.3. Educational support: services and projects. Role of the family.

## Methodology

The protagonist in the process of teaching-learning is the student and, under this premise, the methodology of the subject is planned.
First, we propose a large group classroom activities, which will include exhibitions by teachers of content and basic issues of the units. Will be held with the whole group class and allow exhibition of the main content through open and active participation by students.
Secondly, we will do activities in small groups, which will be held in the framework of the core group and will be supervised by teachers and, through analysis of documents, problem-solving or other activities, and we will study in depth the contents and topics previously worked in the large group. This collection of evidences will show how the students have made good use of the tasks performed by themselves and reviewed throughout the academic year.
Finally, we will do a practical work (group), and will be drawn during the term in relation to specific themes to choose from several that the teachers raised.

## Activities

| Title | Hours | ECTS | Learning outcomes |
|---|---|---|---|
| **Type: Directed** | | | |
| Onsite in large group | 45 | 1.8 | 5 |
| **Type: Supervised** | | | |

| | | | | |
|---|---|---|---|---|
| Supervised working and mentoring | 30 | 1.2 | | |
| **Type: Autonomous** | | | | |
| Autonomous work | 75 | 3 | 5 | |

## Evaluation

The evaluation of the course is ongoing and will be based on a written test that will count 50% of the final mark of the course and activities / assignments (50% of the final mark). All evidence must obtain a minimum of 5 to make average.

Attendance at these sessions is mandatory, the student must attend at least 80%. Otherwise the assessment corresponds to NP.

Students who have completed the course proper monitoring of the course and still remains some way not achieved, they will be given the opportunity to pass the subject making a final re-evaluation. In this case, the maximum block to be recovered 5. In any case, the re-evaluation will be considered to raise the grade.

If ultimately not approved any of the evidence (for suspended or NP), that means you have not reached the minimum expected and will be suspended subject to the rating corresponding to the evidence suspended.

To pass this course, the student must show, in the activities offered to them, a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the units.

In all activities (individual and in groups), linguistic correction, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correlatively and must show a high level of understanding of the academic texts. An activity can be returned (not evaluated) or suspended if the professor considers that it does not meet these requirements.

It is also necessary to show an attitude that is compatible with the teaching profession as a requirement to pass the subject. Some competencies are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argument, use of the appropriate mobile phone, etc.

The results of the evaluation of each evidence should be published in the campus within 15 days after its completion, and must provide a review date within 10 days publication.

According to the regulations UAB, plagiarism or copying of any work or written test will be penalized with 0 mark and will lose the ability to recover it, whether an individual or in a group (in this If all group members have a 0). If during the performance of an individual class, the teacher to consider a student is trying to copy or discover any kind of document or device by unauthorized staff, will qualify the same at 0, no recovery option and therefore, have suspended the course.

The treatment of individual cases, questions, suggestions, etc., have to consider the teacher of every blog.

The evaluation of this course follows the general guidelines and criteria for the evaluation of the Faculty of Education, according to the agreement of the Academic Committee of 28 April 2011, 4 June 2014 and 28 May 2015.

## Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|---|---|---|---|---|
| Practical works | 50% | 0 | 0 | 2, 1, 4, 8, 6, 7, 3 |
| Theory | 50% | 0 | 0 | 5 |

## Bibliography

Aranda Rendruello, R.E. (Coord.) (2002). "Educación Especial". Madrid. Pearson Educación S.A.

Arco Tirado, J.L. y Fernández Castillo, A. (Coords.) (2004). "Necesidades educativas especiales. Manual de evaluación e intervención psicológica". McGrawHill. Madrid.

Cabrerizo, J. y Rubio, M.J. (2007). "Atención a la diversidad. Teoría y práctica". Madrid. Pearson Educación.

Galligó, M. et alt. (2003). "El aprendizaje y sus trastornos. Consideraciones psicológicas y pedagógicas". Barcelona. Ed. CEAC.

Lozano, L. (2002). "La lectura. Estrategias para su enseñanza y el tratamiento de las dislexias". Huelva. Hergué Ed.

Paula Pérez, I. (2003). "Educación Especial". McGrawHill. Madrid.

Pérez Solís, M. (2003). "Orientación Educativa y dificultades de aprendizaje". Tomson. Madrid.

Puigdellívol, I. (Coord.). (1998). "Necessitats educatives especials". Vic. Eumo.

Rivas, R.M. y Fernández, P. (1994) "Dislexia, disortografía y disgrafía". Madrid. Pirámide.

Salvador Mata, F. (1999). "Didáctica de la educación especial". Archidona. Edcs. Aljibe.

Teberosky, A. y Solé, I. (1999). "Psicopedagogia de la lectura i l´escriptura". Barcelona. EDIUOC.

Links:

http://www.edu365.cat

http://www.edu21.cat

http://www.educalia.org

http://www.didactalia.net