

Communication and Spoken Language in Inclusive Schools

Code: 101688
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	1

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

Nuria Miranda Codina

Prerequisites

No requirements.

Objectives and Contextualisation

1. Knowing the communicative interactions that take place within the classroom.
2. Setting up the concepts concerning communication in the context of the inclusive classroom.
3. Designing strategies oriented to communicative interactions improvement.
4. Providing the logopedist with the adequate knowledge for guiding teachers in the identification of potential needs.
5. Offering strategies to the teaching staff oriented to classroom interactions improvement.

Competences

- Communicate orally and in writing to the patient, family members and other professionals involved in the case, the relevant observations and conclusions, adapting these to the socio-linguistic characteristics of the environment.
- Design, implement and evaluate actions aimed at preventing communication and language disorders.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Explain orally and then produce in written format observations and conclusions directed to other professionals, adapting these to the sociolinguistic characteristics of the environment.
2. Have a strategic and flexible attitude to learning.
3. Identify, analyze and solve ethical problems in complex situations.
4. Orient the educational response based on the difficulties and needs that the student, with communicative and/or linguistic alterations generate.
5. Understand, integrate and relate new knowledge deriving from autonomous learning.

Content

Module 1: The communication process

- 1.1. General characteristics
- 1.2. Non-verbal components
- 1.3. Verbal components
- 1.4. Underlying processes: the meaning
- 1.5. Communicated contents

Module 2: The classroom as a communicative environment

- 2.1 The teacher and the classmates as communicative models
- 2.2 The role of the logopedist in the inclusive classroom
- 2.3 Other efficiency factors

Module 3: Communication activities in the classroom. Strategies for counseling and intervention

- 3.1 Oral presentations
- 3.2 Debat
- 3.3 Conversation

Methodology

1. Analysis of documents
2. Group discussion
3. Team work
4. Observation and analysis of recorded materials
5. Practical cases
6. Observation in natural communication settings

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Lectures and guided classes	36	1.44	1, 3, 2
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Type: Supervised

Follow-up of group activities	25.5	1.02	5, 1, 2
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Type: Autonomous

Working with documents and communication settings analysis	88.5	3.54	5, 4, 2
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Assessment

Evaluation is continued. All activities are optional. However, a minimum of two (from activity 01 to 04) to have access to the recovery test. If less than two have been delivered, it will be considered NOT AVALUABLE, since it does not exceed 40% of the activities. To access the synthesis exam, you must have done at least three of the activities from 01 to 04.

The final grade of the subject will be the sum of the qualifications obtained in the evaluation activities 01 to 04 according to the percentages specified in the Assessment Activities box. If the accumulated mark is greater than 6, the difference between this mark and a 10 can be gained in the synthesis exam. In the case of a mark of 6 or less, the difference between this mark and 8.5 may be gained in the synthesis test. Under no circumstances will activity 05 (synthesis test) reduce the mark accumulated with activities 01 to 04.

The recovery test will consist of activity 05 and will be equivalent to the difference between the mark accumulated with activities 01 through 04 and 8.5. Students who have not achieved the established criteria to pass the course and who have previously been evaluated in a set of activities, whose weight equals to a minimum of two-thirds of the qualification total, may choose to take the recovery test.

The subject will be considered surpassed if one of the following circumstances is fulfilled:

1. A minimum of two activities have been carried out (from 01 to 04) accumulating 5 or more points with a maximum of 10.
2. A minimum of three activities have been carried out (from 01 to 04) without accumulating 5 points, but this value has been reached or exceeded with the synthesis test.
3. A minimum of two activities have been carried out (from 01 to 04) without accumulating 5 points, but this value has been equaled or exceeded with the recovery test.

Further information: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
01. Questions on class-notes	25%	0	0	5, 1, 2
02. Conceptual map	25%	0	0	5, 1, 3, 4, 2
03. Analysis of a video-content	25%	0	0	3, 2
04. Oral presentation	25%	0	0	5, 1, 4
05. Synthesis exam	variable	0	0	5

Bibliography

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Monfort, M. i Juárez, A. (1997): El niño que habla. Madrid: CEPE

Palou, J. i Bosch, C. (2005): La llengua oral a l'escola. 10 experiències didàctiques. Barcelona: Graó

Sánchez Cano, M. (1999): Aprenent i ensenyant a parlar: ajuda a la comunicació i al llenguatge a l'escola. Lleida: Pagés

Sánchez Cano, M. (2009): La conversa en petits grups a l'aula. Barcelona: Graó

Sanz, P. (2005): Comunicació efectiva a l'aula. Barcelona: Graó.

Valenzuela, J. (2004): La comunicación en la escuela infantil: algunas consideraciones teòriques de utilidad para maestros en ciernes. Didáctica (Lengua y literatura), vol. 16, 207-233.

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