

**Specific Cognitive Educational Needs in Early
Childhood Education**

Code: 105052
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Henar Gonzalez Fernandez
Montse González Parera

Prerequisites

It is recommended to have studied the subjects "Educational Inclusion: NEE" and "Development of personality 0-6."

Objectives and Contextualisation

This subject is part of Subject Inclusive Education. Within the framework of the current inclusive school, a context in which the teacher, as an agent of innovation and diversity management, facilitates the transformation of the ordinary school in order to increase its capacity for attending all students, emphasizing on students with specific cognitive educational needs. The two training objectives to be achieved are:

1. Design teaching-learning processes to attend the educational needs of the students in contexts of diversity.
2. Promote processes of educational inclusion within a collaborative framework in multiprofessional spaces.

Competences

- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Guide parents regarding family education in the 0-6 period.
- Identify learning difficulties, cognitive dysfunctions and problems related with attention.

- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and 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. Contribute ideas and know how to integrate them in whole work of the team.
4. Establish work teams to develop activities independently.
5. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

Content

BLOCK A: FOUNDATIONS OF THE TEACHING-LEARNING PROCESS.

1. Conceptual clarification and conceptualization of the disability.
2. Fundamentals of cognitive processing models and their educational bases.
3. Symbolic language in students with cognitive disabilities.
4. Strategies for educational development in different cognitive syndromes.
 - 4.1 School context.
 - 4.2 Family context.
 - 4.3 Social context.

BLOCK B: THEORETICAL FOUNDATIONS

5. Cognitive development and basic cognitive processes: Attention, perception and memory. Learning processes: intrapersonal, interpersonal and socio-environmental factors.
6. Concept of intellectual capacity.
 - 6.1 Conceptualization of high intellectual capacities.
 - 6.2 Evolutionary characteristics of students with intellectual disabilities and high abilities.
 - 6.3 High intellectual capacities and intellectual disability within the framework of the inclusive school. Regulatory framework.
7. Evaluation of high capacities and intellectual disability. Improved detection and subsequent psycho-pedagogical care. Strong and weak points.
8. Educational services in intellectual disability and in high capacities.

Methodology

The training activities that take place in this subject are of a supervised and self-directed type:

The face-to-face classes are directed by the teachers of the subject and are carried out in the spaces of the Faculty. There are classes in a large group that combine the exhibition, reflection and debate of the main contents and elements of discussion of the different blogs. There are also small group tasks to analyze and discuss the activities proposed by the teaching staff in order to complement the theoretical sessions.

Activities supervised by the teacher outside the classroom include individual and group tutorials, both physical and virtual, which must be used to solve difficulties, orient tasks and ensure the understanding of the learning of the subject.

Self-employed work is carried out by the student independently and involves the preparation of readings, cases and other types of tasks in order to make the most of the sessions and achieve the objectives of the subject

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Telematic work, guided by guidelines provided by the teaching staff.	30	1.2	3, 4
Type: Supervised			
Analysis of documents, student presentations, films, reflections on basic aspects of content, etc.	45	1.8	2, 5
Type: Autonomous			
Individual and group preparation of works, readings and case analysis. Study of the material and preparation for the tests	75	3	2, 1, 5

Assessment

The evaluation in this subject is continued and is distributed in two thematic blocks structured as follows:

Block A (50%): topics 1, 2, 3, 4.

Block B (50%): topics 5, 6, 7 and 8.

The assessment will be based on 3 evaluative evidence, which must be approved with a 5 calculate the final mark. Students who have successfully followed the course during the course and still have some non-achieved aspects will be given the opportunity to pass the subject by completing a final recovery task on the 2th of July. The recovery task is not going to be used to improve the final mark. If you finally do not pass any of the blocs (for failing or NP), it will mean that the expected minimum has not been reached and the subject with the corresponding rating for the failed bloc will be failed.

To pass this subject, the student must show, in the activities proposed, good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide.

The results of each evaluation must be published on the virtual campus within a maximum period of 15 days after its completion, and a review date must be offered within 10 days of its publication.

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

According to UAB regulations, the plagiarism or copy of any work or written test will be penalized with a 0 as a mark of the subject losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If during the realization of individual work in class, the teacher considers that a student is trying to copy or discovered any type of document or device that is not authorized by the teaching staff, the same will be marked with a 0, without a recovery option, and therefore, the subject will be failed.

The treatment of particular cases, doubts, suggestions, etc. should be addressed to the teachers of the corresponding block. The evaluation of this subject follows the Criteria and general guidelines for the evaluation of the Faculty of Education Sciences, according to the Agreement of the Academic Organization Committee April 28th (2011), June 4th (2014), and 28th May (2015). All this information plus the specific schedule and other additional information will be uploaded at the beginning of the course on the virtual campus of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay part A in group	25%	0	0	3, 5, 4
Essay part B in group	25%	0	0	2, 1
Individual classwork evidences	20%	0	0	2, 1, 3, 5
Individual final reflexive essay	30%	0	0	1, 5

Bibliography

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