

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.

- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and/or environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Explain orally and then prouce in written format observations and conclusions directed to other professionals, adapting these to the sociolinguistic characteristics of the environment.
8. Have a strategic and flexible attitude to learning.
9. Identify situations in which a change or improvement is needed.
10. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
11. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
12. Identify, analyze and solve ethical problems in complex situations.
13. Orient the educational response based on the difficulties and needs that the student, with communicative and/or linguistic alterations generate.
14. Propose new experience-based methods or alternative solutions.
15. Propose new ways of measuring visibility, success and failure in the implementation of innovative proposals or ideas.
16. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
17. Propose viable projects and actions to boost social, economic and/or environmental benefits.
18. Propose ways to evaluate projects and actions for improving sustainability.
19. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
20. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
21. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
22. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
23. Understand, integrate and relate new knowledge deriving from autonomous learning.
24. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

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 Debate
- 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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practices	12	0.48	
Theoretical classes	24	0.96	23, 7, 12, 13, 8
Type: Supervised			

Follow-up of group activities	25.5	1.02	23, 7, 8
Type: Autonomous			
Working with documents and communication settings analysis	88.5	3.54	23, 13, 8

Assessment

Activities 01 to 04 conform the theory mark (60%), while activity 05 assesses the practices (40%). To pass the course, the addition of the marks in the five activities, pondered by the indicated percentage, must yield a minimum mark of 5. Hence, theory and practice do not have to be passed independently.

Activities 01 to 03 are online and will be done with the software that will be provided in the Campus Virtual website. They will be delivered individually, though they may be done either individually or in a group. Activity 04 is presentational and can be done individually or in a group. Finally, activity 05 (practices) will be done in a group. All activities will be available in Catalan and Spanish and accepted the use of any of these languages.

Those students that will have delivered activities with a weight lesser than 40% will be considered as NON-ASSESSABLE. If the delivered tasks weigh a 66% or more, and the final mark is not yet a five or greater, a recuperation exam concerning theoretical contents can be done and/or the practices report can be delivered. The theory, recuperation exam will consist of forty, multiple-choice items. There is no provision of a single evaluation for students that enrol for the segundo or more times in the course.

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 (Week 5)	15%	0	0	6, 2, 3, 1, 23, 4, 7, 11, 10, 9, 18, 15, 14, 16, 17, 20, 8, 5, 24
02. Conceptual map (Week 9)	15%	0	0	6, 2, 3, 1, 23, 4, 7, 11, 10, 9, 12, 13, 18, 15, 14, 16, 17, 22, 19, 20, 8, 5, 24
03. Analysis of a video-content (Week 12)	15%	0	0	6, 2, 3, 1, 4, 11, 10, 9, 12, 13, 18, 15, 14, 16, 17, 22, 19, 20, 8, 5, 24
04. Oral presentation (Weeks 14 and 15)	15%	0	0	6, 2, 3, 1, 23, 4, 7, 11, 10, 9, 12, 13, 18, 15, 14, 16, 17, 22, 21, 19, 20, 8, 5, 24
05. Practices report (week 15)	40 %	0	0	6, 2, 3, 1, 23, 4, 7, 11, 10, 9, 12, 13, 18, 15, 14, 16, 17, 22, 21, 19, 20, 8, 5, 24

Bibliography

COMPLEMENTARY READINGS

Fernández Sarmiento, C. (2009): La logopedia en la escuela. Propuestas desde una práctica para una educación más inclusiva. Universidad de las Palmas de Gran Canarias. Servicio de Publicaciones.

Generalitat de Catalunya (2003): L'ús del llenguatge a l'escola. Publicacions de la Generalitat de Catalunya

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

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

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

[Http://wuster.uab.es/web_argumenta_obert](http://wuster.uab.es/web_argumenta_obert)

Software

The applications that are necessary to materialise the evidences will be available at the Campus Virtual website. They consist in the Windows applications "Tester" and "Mapper".