UAB
Universitat Autònoma de Barcelona

2022/2023

Educational Foundations of Speech Therapy

Code: 101702
ECTS Credits: 9

Degree	Type	Year	Semester
2500893 Speech therapy	FB	1	2

Contact

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Teachers

Iban Mañas Navarrete

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

Prerequisites

Good command of spoken and written Catalan is fundamental in order to be able to complete the various tasks and activities. All evaluations will be written in Catalan and will not be translated. Sufficient reading comprehension skills in English are recommended, given that there are mandatory readings in this language.

Objectives and Contextualisation

This course provides insights on the teaching and learning processes of spoken and written language at school, particularly in elementary school. Given that one potential profile for speech therapists (ST) is a ST who works in a school environment, it is regarded as fundamental that Speech Therapy students are offered an overview about the theoretical grounds and the didactic approaches for oral language and literacy processes.

Upon completion of the program, the student will be able to,

- Know the theoretical foundations and the spoken and written language processes in a school setting.

- Analyze and value reading and writing processes in their initial stages.

- Apply adequate strategies to provide support to the development and production of spoken and written language.

- Conduct critical analyses of teaching materials aimed to teach language (spoken and written).

- Understand that the effective teaching of spoken and written language has repercussions across the entire curriculum.

- Be able to integrate different sources of knowledge that influence spoken and written language acquisition: psycholinguistic, linguistic, and didactic approaches.

- Understand and analyze language teaching and learning processes and interpret intervention approaches.

- Understand the role of the different languages involved in linguistics education.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adapt one's communication to various audiences in accordance with age, pathology, etc.
- Analyse and synthesise information.
- Find, evaluate, organise and maintain information systems.
- Have a strategic and flexible attitude to learning.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Integrate the foundations of biology (anatomy and physiology), psychology (evolutionary processes and development), language and teaching as these relate to speech-therapy intervention in communication, language, speech, hearing, voice and non-verbal oral functions.
- Managing communication and information technologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Organise and plan with the aim of establishing a plan for development within a set period.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- 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 and synthesise.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Correctly use the terminology related to language teaching.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Describe and relate the pedagogical foundations of speech therapy: school organization, oral and written language teaching and learning processes.
7. Explain the role of speech therapists in school.
8. Have a strategic and flexible attitude to learning.
9. Identify situations in which a change or improvement is needed.
10. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
11. Managing communication and information technologies.
12. Organise and plan with the aim of establishing a plan for development within a set period.
13. Propose new experience-based methods or alternative solutions.
14. Propose viable projects and actions to boost social, economic and/or environmental benefits.
15. Search, evaluate, organise and maintain information systems.
16. 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.

17. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
18. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
19. Understand, integrate and relate new knowledge deriving from autonomous learning.
20. Use appropriate communication strategies for children of different ages.
21. 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

Theoretical sessions

Teaching and learning oral language

1.1 Introduction: key concepts in oral language and oral language instruction

1.2 Verbal and communicative interaction: teaching proposals and educational resources

1.3 The school context as a communicative space: oral language as a tool for communication.

1.4 The school context as a learning space: oral language as a tool to reflect upon language.

2. Teaching and learning written language

2.1 The importance of written language from a social, psycholinguistic, and educational perspective

2.2 Writing processes: models.

2.3 Reading comprehension: models

2.4 The role of executive functions in literacy

2.5 The development of writing and reading comprehension

2.6 Teaching writing and reading comprehension

2.7 Spelling: acquisition, impact on writing processes, and teaching.

2.8 Word identification: acquisition, impact on reading processes, and teaching.

Practical sessions

1. Language across school subjects.

2. The role of ICTs in written language teaching and research.

Methodology

The course puts the student at the center of the teaching-learning process. Under this premise we have planned the teaching methodology and the formative assessment activities, which are detailed below:

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			
Small-group activities to discuss in depth issues related to the use of ICTs and language to provide support to the development of spoken and written language	18	0.72	19, 6, 7, 8, 4, 20, 11
Whole-class activities. Presentations by the lecturers of the course of the main contents of the program. Students are encouraged to actively participate as much as possible.	60	2.4	2, 19, 6, 7, 8, 4, 20
Type: Supervised			
Participation in debates on the online campus (Campus Virtual). Online tutorials. In-person tutorials.	19.7	0.79	2, 15, 19, 6, 12, 8, 4, 11
Type: Autonomous			
Bibliographical search and article reading. Monographic essays on detection of difficulties and the teaching of written language. Essays on the use of ICT and children's books for the teaching of literacy	117	4.68	5, 2, 3, 1, 15, 19, 6, 7, 10, 9, 12, 13, 14, 16, 8, 4, 11, 21

Assessment

Attendance to the teacher-led activities is mandatory to achieve the goals of the course. In order to receive a mark, students must attend at least 80% of all whole-class sessions in each block. The same minimum percentage of attendance is required for the practical, small group, sessions.

The assessment of the course will take place throughout the semester in the form of a series of learning-evidence activities, which are detailed in the grid below (EV1, EV2, etc.). Students must deliver all activities or they will not pass the course. Non-delivered activities will receive a mark of 0. It should be noted that a student who has delivered activities that amount to 40% or more of the final mark for the course are regarded as students who have taken the course and will thus have a final mark. Otherwise, the final qualification will be "no presentat" (absent).

The final qualification of the subject will be the result of the weighted mean of all learning-evidence activities. In order to pass the course, the student must have obtained a weighted mean of 5 or more across all learning-evidence activities. However, no single learning-evidence activity will be included in the calculation of the weighted mean if it has a mark of less than 4.

Reassessment: Students may be reassessed of any learning-evidence activities if (1) any of the learning-evidence activities has received a mark under 4, or (2) their weighted mean mark does not reach a minimum of 5 points. Reassessment is conditional upon the student having delivered and received a mark on all learning-evidence activities and have obtained a weighted mean of at least 3.5 across all learning-evidence activities. Please, note only learning-evidence activities that have been delivered can be reassessed. The reassessment process only allows students to obtain a maximum mark of 5 for each activity that is reassessed; this means that failed activities may get a final grade of 5, at most. Afterwards, the corresponding mark will be weighted in order to maintain the weight relationship across all other activities. Finally, reassessment cannot be used to increase a mark.

For more information on assessment criteria, please visit
https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm.

Code	Description	Weight

			Format (spoken, written, both)	Authorship (individual, group or both)	Modality (in-person, virtual or both)	Assessment period
EV1	Written exam: Written language bloc 1	20%	Written	Individual	in-person	First assessment period
EV2	Written exam: Written language bloc 2	20%	Written	Individual	in-person	Second assessment period
EV3	Written exam: Oral language bloc	20%	Written	Individual	in-person	Second assessment period
EV4	Brief research project on literacy development	20%	Written	Group	both	End of May
EV5	Language across school subjects	10%	Written	Group	both	TBD
EV6	The role of ICTs for written language teaching and research	10%	Written	Group	both	TBD

No unique, final synthesis test for students who enrole for the second time or more is anticipated.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Written exam: Written language bloc 1	20% of the final mark	2	0.08	2, 15, 19, 6, 10, 12, 18, 17, 8, 4
EV2. Written exam: Written language bloc 2	20% of the final mark	2	0.08	2, 15, 19, 6, 7, 12, 18, 8, 4
EV3. Written exam: Oral language bloc	20% of the final mark	2	0.08	2, 19, 6, 7, 18, 8, 4, 20
EV4. Brief research project on the development of written language	20% of the final mark	3.5	0.14	2, 3, 1, 15, 19, 6, 7, 10, 9, 12, 13, 18, 17, 16, 8, 4, 20, 11
EV5. Library seminars. Language across school subjects	10% of the final mark	0.4	0.02	2, 15, 19, 6, 7, 12, 18, 8, 4, 20, 11

EV6. The role of ICTs in written language teaching and research.	10% of the final mark	0.4	0.02	5, 2, 3, 15, 19, 6, 7, 12, 14, 18, 8, 4, 20, 11, 21

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Software

Not applicable