UAB
Universitat Autònoma de Barcelona

2022/2023

Specific Educational Sensorial Needs

Code: 102025
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	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

Carrasumada Serrano Pau

Prerequisites

1. To aim at the Inclusive Education mention it is necessary to: (A) have passed all the basic and compulsory subjects (B) have passed the 4 mention subjects and (C) have passed one of the following subjects: Mediation Strategies or Linguistic reception in the school.
2. It is advisable to have passed " Learning and development I-II and Differences and Inclusion"

Objectives and Contextualisation

This subject is part of the Inclusive Education subject. In the context of the current inclusive school, it is necessary to have a context in which the teacher is an innovator agent and manager of the diversity that eases the transformation of the ordinary school with the aim to increase its capability to attend all the students giving emphasis to students with specific cognitive learning needs.

The two aims to achieve are:

1. Adapt the teaching-learning process to solve the students educational needs in diversity contexts

2. Energize the educational inclusive process in a collaborative context in multiprofesional areas

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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 the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
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 teacher's professional life.
6. Establish work teams to develop activities independently.
7. Understand the different learning capacities and rhythms of students to apply educational resources and services which improve attention to educational and social diversity.
8. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
9. 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

BLOCK A: SENSORY ABILITIES: HEARING

1. THE DEVELOPMENT OF SENSORY ABILITIES: HEARING

1.1 Neurophysiological and functional basis of the auditory sensory system.

1.2. Detection and diagnosis.

2. TECHNICAL AIDS

2.1 Hearing aid

2.2 Cochlear implant

2.3 Remote transmitters

3. EDUCATIONAL RESPONSES

3.1 Family

3.2 School

3.2.1 Methodological strategies

3.2.2 Role of educational services in the students' school process: CREDA

BLOCK B: SENSORY ABILITIES: VISION

1. THE DEVELOPMENT OF SENSORY ABILITIES: VISION

1.1 Visual sensory system and visual judgement

1.2. Detection and diagnosis

1.3. Perceptual development of pupils. 1.4.

1.4. Communication and linguistic development.

1.5. Cognitive development

1.6. Personal, emotional, family and social development.

2. EDUCATIONAL RESPONSES

2.1. Assessment of educational needs.

2.2. Inclusion support: methodological strategies.

2.3. Strategies for communication and access to information and learning that favour inclusion: Tiflotechnology.

2.4. Role of educational services in the school process of students: CREDV

Methodology

The methodological approach is the principle of the variety of methodological strategies. It must facilitate active participation and learning of the students. In this sense, online and face to face keynote sessions will arise, and some activities to work in small groups using cooperative learning and self-employment will be strengthened. The teacher has to support students in this methodological approach, providing some resources to mediate their learning process. The tutorials will be considered as a fundamental part in this methodological approach.

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			
Exposiciones por parte del profesorado de los contenidos y xuestiones básicas del temario. Se realiza con todo el grupo y permite la presentación de los prijncipales contenidos a través de una participación activa y abierta de los estudiantes	45	1.8	
Type: Supervised			
Mandatory tutoring group, individual and group work are required	24	0.96	
Type: Autonomous			
Reading theoretical texts, test preparation, preparation and analysis of cases, other activities	75	3	

Assessment

The evaluation is continuous and based on a test that will weigh 50% in the final mark and activities / practical work (50% of the final mark). All evidence must obtain a minimum of 5.

The evaluation of the course work is in group while the test is individual. Regarding practical activities into class, their assessment can be individual and/or group.

Students who have done a proper monitoring of the course (assistence and tution) and still remains some unachieved evidence, they will have the opportunity to pass the subject through a final re-evaluation. In this case, the maximum mark will be a 5. In any case, the re-evaluation will be considered to raise the obtained mark.

If any of the evidence is not finally passed, the course will be failed with the failed qualification.

To pass this course, it is necessary that the student shows a good communication skills, both orally and writing in the activities.

The results of the evaluation of each of the evidence will have to be published in the virtual campus within a maximum period of 15 days, and will have to provide a review date within 10 days of its publication.

According to regulations UAB, plagiarism or copying of any work or written test will be penalized with a 0 mark, losing the possibility to re-evaluate it, both an individual work and group (in this case, all members of the group have a 0). If during the performance of an individual class work, teacher considers that a student is trying to copy or discovers any type of document or device not authorized by the faculty, it will be scored with 0 and the course will be failed.

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

The treatment of individual cases, questions, suggestions, etc., will deal with the teacher. The evaluation of this subject follows the criteria and guidelines for evaluating the Faculty of Education, under the Agreement of Academic Planning CommissionApril 28, 2011, June 4, 2014 and May 28, 2015.

The assessment date will be on 19 December 2022 and the re-assessment date will be on 6th february 2023.The delivery of the course work will be the deadline on the day of the evaluation of the test.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Course work	35%	0	0	3, 2, 1, 4, 8, 6, 9
Practical activities into the class	15%	0	0	3, 2, 1, 4, 8, 7, 6
Test	50%	6	0.24	2, 8, 5

Bibliography

Alberfi, M., Coronas, M., Gomar, C., Palmés, C., Romero,L., Rosell, C., Sadurnî, N. A Ll. Andreu Barrachina (Coord). (2014). Atenció a l'alumnat amb discapacitat sensorial i motriu. Barcelona: Editorial UOC.

Arnaiz, P., Gracia, MD., Soto, J., Fonoll, J. y otros (2018). Tecnologïa accesible e inclusiva: logros, resistencias y desafios. Murcia: Consejería de Educación Región de Murcia.

Departament de Salut (Generalitat de Catalunya) (2010). Protocol per a la detecció precoç, el diagnòstic, el tractament i el seguiment de la hipoacúsia neonatal. (
https://e-aules.uab.cat/2020-21/pluginfile.php/959290/mod_resource/content/2/Protocol%20de%20deteccio%20i⁹
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Cardona, M.C.; Gomar, C.; Palmés, C. i Sadurní, N. (2010): Alumnado con pérdida auditiva. Barcelona: Graó

CIDAT (2013). Accesibilidad de páginas Web ONCE

Creda Jordi Perelló (2010). Els alumnes amb sordesa a l'escola. Cicle mig i superior d'Educació Primària. https://serveiseducatius.xtec.cat/creda-jordiperello/wp-content/uploads/usu975/2016/05/Dossier-CM-CS.png

Llombart, C. (2013). Tinc un/a alumne/a sord/a a l'aula. Consorci d'Educació de Barcelona. http://www.xtec.cat/~cllombar/

Silvestre, N. (2010). Les famílies que tenen criatures amb necessitats educatives específiques: les famílies oïdores que tenen criatures sordes. *Educar*, 45 (1-17).

Talero Alvarado, A.F. (2020). Guía de accesibilidad de aplicaciones móviles (APPS). Madrid: Ministerio de Asuntos Económicos y Transformación Digital España

Webgrafia:

https://agora.xtec.cat/credv/

http://www.ite.educacion.es/formacion/materiales/129/cd/indice.htm

https://books.google.es/books?id=T0TcYQDOo7UC&printsec=frontcover&hl=es&source=gbs_ViewAPI&redir_esc

https://educacion.once.es/recursos-educativos

Software

Do not use