![UAB Universitat Autònoma de Barcelona]

2022/2023

Specific Educational Learning Needs

Code: 102026
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: Yes

Other comments on languages

Group activities and exams may be written in either language: Catalan or Spanish.

Prerequisites

It is advisable to have passed the subjects: "Learning and Development I-II" and "Differences and Inclusion" in the case of Degree of Primary Education; and the subjects "Educational Inclusion: NEE" and "Personality Development 0-6" in the case of Degree of Early Childhood Education.

Objectives and Contextualisation

This subject matter is part of the Inclusive Education. As part of the current inclusive School, it requires a context in which the teacher as agent of innovation and diversity management, facilitate the transformation of ordinary School in order to increase their capacity student body to know all specific educational learning needs. Both achieve training objectives are:
1. To adapt the educational learning processes to know the educational needs of the student body in the context of diversity.
2. To promote educational inclusion process within a framework multi-collaborative spaces.

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

1. Overview of the specific educational needs related to the learning and development.
1.1. Verbal language, reading and writing.
1.2. Development of logical-mathematical reasoning.
1.3. Developing skills in the learning attention.
1.4. Motor development.
2. Process for the detection and assessment of specific educational learning needs. Instruments of evaluation and observation.
3. Intervention and guidance regarding the specific educational learning needs.
3.1. Patterns of action and teaching strategies.
3.2. Programs of intervention: curricular adaptations.
3.3. Educational support: services and projects. Role of the family.

Methodology

The protagonist in the process of teaching-learning is the student and, under this premise, the methodology of the subject is planned.
First, we propose a large group classroom activities, which will include exhibitions by teachers of content and basic issues of the units. Will be held with the whole group class and allow exhibition of the main content through open and active participation by students.
Secondly, we will do activities in small groups, which will be held in the framework of the core group and will be supervised by teachers and, through analysis of documents, problem-solving or other activities, and we will study in depth the contents and topics previously worked in the large group. This collection of evidences will show how the students have made good use of the tasks performed by themselves and reviewed throughout the academic year.
Finally, we will do a practical work (group), and will be drawn during the term in relation to specific themes to choose from several that the teachers raised.

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			
Onsite in large group	45	1.8	5
Type: Supervised			
Supervised working and mentoring	30	1.2	
Type: Autonomous			
Autonomous work	75	3	5

Assessment

The evaluation of the course is ongoing and will be based on a written individual test that will count 50% of the final mark of the course; 50% of the remaining evaluation will be divided between group class activities (20%) and a group practical work (30%), and will be done during the two blocks of the subject. All evidence must obtain a minimum of 5 to make average.
Attendance at these sessions is mandatory, the student must attend at least 80%. Otherwise the assessment corresponds to Non-Evaluable.
Students who have completed the course proper monitoring of the course, in other words, they have met the minimum of 80% of assistance and have approved all the required submissions, and still remains some way not achieved, (for example, individual written test not approved or not submitted), they will be given the opportunity to pass the subject making a a re-evaluation of the written individual test. In this case, the maximum block to be recovered 5. In any case, the re-evaluation will be considered to raise the grade.

In order to be able to opt for the re-evaluation, the student must have been previously evaluated in the group practical work and the written individual test, whose weight is equivalent to a minimum of two thirds of the total qualification of the subject. The student must have obtained a minimum grade of 3.5 in the average of the subject.

If finally one of the evidences is not approved it will mean that the expected minimum has not been reached and the subject with the corresponding qualification for suspended evidence will be suspended. When the student has not submitted, or has not been able to provide enough evidence of evaluation that allows a global qualification of the subject, the qualification of this subject will be awarded in the format as "Non-Evaluable".

To pass this course, the student must show, in the activities offered to them,agood general communicative competence, both orally and in writing and a good command of the language and communication language contained in the units.
In all activities (individual and in groups), linguistic correction, writing andformal aspectsof presentation will be taken into account. Students must be able to express themselves fluently and correlatively and must show a high level of understanding of the academic texts. An activity can be returned (not evaluated) or suspended if the professor considers that it does not meet these requirements.
It is also necessary to show an attitude that is compatible with the teaching profession as a requirement to pass the subject. Some competencies are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argument, use of the appropriate mobile phone, etc.
The results of the evaluation of each evidence should be published in the campus within 15 days after its completion, and must provide a review date within 10 days publication.
According to the regulations UAB, plagiarism or copying of any work or written test will be penalized with 0 mark and will lose the ability to recover it, whether an individual or in a group (in this If all group members have a 0). If during the performance of an individual class, the teacher to consider a student is trying to copy or discover any kind of document or device by unauthorized staff, will qualify the same at 0, no recovery option and therefore, have suspended the course.
The treatment of individual cases, questions, suggestions, etc., have to consider the teacher of every blog.

The evaluation of this course follows the general guidelines and criteria for the evaluation of the Faculty of Education, according to the agreement of the Academic Committee of 28 April 2011, 4 June 2014 and 28May2015.

Dates of evaluation:

- The evaluation of the written test of the subject (2022-2023 course) will be on December 14, 2022.

- For students who do not exceed the minimum mark of 5 in the written test, they will be proposed a re-evaluation that will be carried out during the first week of February 2023.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class Activities	20%	0	0	1, 4, 8, 6
Practical work	30%	0	0	2, 1, 4, 8, 6, 9
Theory	50%	0	0	3, 5, 7

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Links:

http://www.edu365.cat

http://www.edu21.cat

http://www.educalia.org

http://www.didactalia.net

Software

Used software:

- Windows Microsoft Office 2013

- Word 2013

- Power Point 2013

- Excel 2013

- Adobe Acrobat