

Degree	Type	Year
2500893 Speech therapy	OT	4

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

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

Activities and Methodology

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

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
01. Questions on the contents of the previous lessons (first assessment period)	30%	0	0	6, 2, 3, 1, 23, 4, 7, 11, 10, 9, 18, 15, 14, 16, 17, 20, 8, 5, 24
02. Questions about the contents of lessons after week 9 (second assessment period)	30%	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. 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

Activities 1 and 2 make up the theory grade (60%) and activity 3 the practice grade (40%). To pass the subject, the sum of the three activities, weighted by the indicated percentage, must give a minimum grade of 5.0. It is therefore not necessary to pass theory and practice separately.

Activities 1 and 2 will be done individually and presentially, while activity 3 (practice) will be done in groups.

The activities can be done in Catalan or Spanish. The delivery of the translation of the face-to-face assessment tests will be carried out if the requirements established in article 263 are met and your request is made in week 4 electronically (e-form) (more information on the faculty's website).

The person who has carried out activities whose weight in the evaluation of the subject is less than 65% will be considered NON-ASSESSABLE. If you have carried out activities that would allow you to reach 66% or more of the maximum mark and the minimum mark of 5.0 has not been reached, you will be able to access a make-up exam for the theory part and/or present the work of practices as recovery. The theory recovery exam will consist of a test of multiple- choice items that will encompass the content covered throughout the course.

SINGLE ASSESSMENT

The students who opt for the single assessment option waive continuous assessment and will be assessed for all the contents of the subject in a single assessment, which will take place on the same day and place that the test of second assessment period of the subject (evidence 2).

This evaluation act will consist of two exams that will have the same format and include the same content as evidence 1 and 2 of the continuous evaluation. Apart from the two exams, the person will hand in the practical work corresponding to evidence 3.

The duration of the single assessment will be a maximum of 3 hours, corresponding to 1 hour and a half for each of the exams.

The conditions for passing the subject and access to recovery for students who take the single assessment will be the same as those for students who follow the continuous assessment.

The single assessment is requested electronically (e-form) in the specific period (more information on the faculty's website).

Further information: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>

Bibliography

COMPLEMENTARY READINGS

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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 teóricas 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

No software needed.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	first semester	morning-mixed

