

## Specific Educational Sensorial Needs

Code: 102025  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500798 Primary Education	OT	4

### Contact

Name: José María Sanahuja Gavalda

Email: josep.sanahuja@uab.cat

### Teachers

Carrasumada Serrano Pau

### Teaching groups languages

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

### 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

### Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exposiciones por parte del profesorado de los contenidos y cuestiones básicas del temario. Se realiza con todo el grupo y permite la presentación de los principales 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	

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.

## Assessment

### Continuous 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

The evaluation of the course is continuous and will be based on a written test that will have a weight of 50% in the final grade of the course and on practical activities/coursework (50% in the final grade).

The evaluation of the coursework is group-based, while the written test is individual. As for the practical activities in class, their evaluation can be individual and/or group.

Students who, having been previously assessed in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade of the subject, may be submitted to the re-evaluation process if the grade does not exceed 3.5. In this case, the maximum mark for the re-evaluated block will be a 5. In no case will the re-evaluation be considered to raise the mark obtained.

In order to pass this subject, the student must show, in the proposed activities, a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages listed in the teaching guide.

The results of the evaluation of each of the evidences must be published on the virtual campus no later than 15 days after their completion, and a review date must be offered within 10 days of their publication.

According to UAB regulations, plagiarism or copying of any work or written test will be penalised with a 0 as a mark for the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If during individual work in class, the teacher considers that a student is trying to copy or is found to be using any type of document or device not authorised by the teaching staff, the student will be graded with a 0, without the option to make it up, and will therefore fail the subject. Attendance to face-to-face sessions is compulsory, the student must attend a minimum of 80%. Otherwise, the evaluation will correspond to an NP.

The treatment of particular cases, doubts, suggestions, etc., should be raised with the teachers of the corresponding block.

The date foreseen for the evaluation will be 16 December 2024 and the re-evaluation will be 3 February 2025. The deadline for submitting the coursework will be 16 December 2024. The activities carried out in the class will be delivered on the same day of their implementation at the end of the session.

Students who have opted for the single assessment will have to complete the following evidence in order to be assessed with the corresponding percentage: practical work (10%), course work (30%), written test (50%) and an oral test in which the work submitted will be defended (10%). The date of the evaluation and re-evaluation

will be the same as in the case of continuous assessment. The same re-evaluation system will be applied as for the continuous assessment. The revision of the final grade follows the same procedure as for the continuous assessment.

## Bibliography

Alberfi, M., Coronas, M., Gomar, C., Palmés, C., Romero, L., Rosell, C., Sadurní, 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). Tecnología accesible e inclusiva: logros, resistencias y desafíos. 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%20i%20tractament.pdf](https://e-aules.uab.cat/2020-21/pluginfile.php/959290/mod_resource/content/2/Protocol%20de%20deteccio%20i%20tractament.pdf)).

Cardona, M.C.; Gomar, C.; Palmés, C. i Sadurní, N. (2010): Alumnado con pérdida auditiva. Barcelona: Graó

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Creda Jordi Perelló (2010). Els alumnes amb sordesa a l'escola. Cicle mig i superior d'Educació Primària. <https://serveiseducatiu.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/~cllombart/>

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

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

## Software

Do not use

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	901	Catalan	first semester	morning-mixed

PROVISIONAL