

Degree	Type	Year
Logopedia	OP	4

Contact

Name: Laura Cerrillo Gil

Email: laura.cerrillo@uab.cat

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.

Learning Outcomes

1. CM30 (Competence) Assess scientific works that support speech therapy intervention in communicative processes.
2. KM72 (Knowledge) Recognise human communication systems as the basis for understanding communication and language disorders.
3. SM59 (Skill) Report, orally and in writing, on the observations and conclusions of the speech therapy intervention, adapting to the sociolinguistic characteristics of the environment.
4. SM60 (Skill) Design, based on cases raised, actions to promote people's communication skills.
5. SM61 (Skill) Organise the educational response based on the difficulties and needs generated by a student with communicative and/or linguistic alterations.

Content

Module 1: The communication process

- 1.1. General characteristics
- 1.2. Non-verbal components
- 1.3. Verbal components
- 1.4. Subjacent processes: meanings
- 1.5. Communicated elements

Module 2: Classroom assessment

- 2.1 Inclusive school systems and models: legislation
- 2.2 Identification of special educational needs
- 2.3 Measures and support: universal, additional and intensive
- 2.4 The individualised plan (IP)

Module 3: Classroom intervention and assessment

- 3.1 Objectives based on the school curriculum
- 3.2 Intervention programmes
- 3.3 Assessment strategies

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practices	12	0.48	SM59, SM60, SM61, SM59
Theoretical classes	24	0.96	CM30, KM72, SM60, SM61, CM30
Type: Supervised			
Tutoring sessions	5	0.2	CM30, SM59, SM60, SM61, CM30
Type: Autonomous			
Critical reading documents and communication settings analysis	29.5	1.18	CM30, SM60, SM61, CM30
Studying	50	2	KM72, SM59, SM60, SM61, KM72
Teamwork and writing report	25.5	1.02	CM30, SM59, SM60, SM61, CM30

- 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.Objective written test (first assessment period)	30%	2	0.08	KM72
02. Objective written test (second assessment period)	30%	2	0.08	KM72
03. Practices report (before second assessment period)	40 %	0	0	CM30, SM59, SM60, SM61

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 (practices report) 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 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.

Feedback on Evaluation

According to the Faculty's guidelines, this course will provide students with timely feedback on evaluation activities.

Feedback deadlines are as follows:

- Objective Written test 1 : At class within one week of completion.
- Objective Written test 2 : Rubrics at Campus Virtual within one week of completion.
- Practical assignments: Rubrics at Campus Virtua within two weeks of submission.

Use of Artificial Intelligence (AI)

- Restricted Use: For this course, AI technologies are allowed only for support tasks, such as literature or information searches, text correction, translations, and other specific activities (e.g., practical assignments). In these cases, students must clearly identify the AI-generated content, specify the tools used, and include a critical reflection on how these tools influenced the process and final outcome.

Lack of transparency regarding the use of AI in assessable tasks will be considered academic dishonesty and may result in partial or total penalties to the grade or even more severe sanctions in serious cases.

AI tools are strictly prohibited in the collective seminar discussions.

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

Albadalejo, M. (2010) *Com dir-ho*. Barcelona: Graó.

Armstrong, T. (2012). *El poder de la neurodiversidad*. Editorial Paidós.

Associació Catalana de Psicopedagogia i Orientació (ACPO) i Associació Catalana d'orientació (ACO) (2014). "Manifest per una societat inclusiva". Primer Congrés Internacional. Barcelona Inclusiva 2014.

Booth, T. i Ainscow, M. (2011) *Guia para la educación inclusiva. Desarrollando el aprendizaje y la participación en los centros escolares* (3a ed). Bristol: CSIE.

Carbonell, E., Capellas, N. i altres (2007) "Transformació d'un centre d'educació especial en centre proveïdor de recursos per a la inclusió educativa d'alumnat amb greus barreres en l'aprenentatge i la participació. CEE ASPASIM-20 anys d'un procés", a *Àmbits de Psicopedagogia*, 21, 37-43.

Del Pozo, J.M. (2014). *Educacionari. Una invitació a pensar i sentir l'educació a través de seixanta conceptes. Un assaig sobre el compromís de l'educació*. Col·lecció Llibres a l'abast, Edicions 62. Barcelona.

Departament d'Ensenyament (2011). *La dislèxia: detecció i actuació en l'àmbit educatiu. Cicles formatius i batxillerat*.

Departament d'Ensenyament (2013). *El TDAH: detecció i actuació en l'àmbit educatiu*.

Departament d'Ensenyament (2013). *Les altes capacitats: detecció i actuació en l'àmbit educatiu*

Direcció General d'Educació Infantil i Primària (2015) *De l'escola inclusiva al sistema inclusiu*.

Duran, D., Giné, C. i A. Marchesi (2010). Guia per a l'anàlisi, la reflexió i la valoració de pràctiques inclusives. Departament d'Educació.

Echeita, G. i M. Aisow (2011). "La educación inclusiva como derecho. Marco de referencia y pautas de acción para el desarrollo de una revolución pendiente". A: Tejuelo. Didáctica de la Lengua y la Literatura, núm. 12, pàg. 26-46.

Fernández Sarmiento, C. (2009): La logopedia en la escuela. Propuestas desde una práctica para una educación más inclusiva. Universidad de las Palmas de Gran Canarias. Servicio de Publicaciones.

Generalitat de Catalunya (2003): L'ús del llenguatge a l'escola. Publicacions de la Generalitat de Catalunya

Huguet, T. (2006) *Aprendre junts a l'aula. Una proposta inclusiva*. Barcelona: Graó.

López, M., Martín, E., Montero, I. i G. Echeita (2013). "Concepciones psicopedagógicas sobre los procesos de inclusión educativa. Variables que las modulan y perfiles que las agrupan". A: Infancia y Aprendizaje. Journal for the Study of Education and Development. Vol. 36, núm. 4, pàg. 455-472.

Muntaner, J. (2011) "Educación inclusiva y discapacidad", a Marchena, R. i Domingo, J. (coord. Espino, M.) *De la integración a una educación para todos*. CEPE. Madrid.

Palou, J. i Bosch, C. (2005): La llengua oral a l'escola. 10 experiències didàctiques. Barcelona: Graó

Sánchez Cano, M. (2009): La conversa en petits grups a l'aula. Barcelona: Graó

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.

Software

No software needed.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	first semester	afternoon
(SEM) Seminars	112	Catalan	first semester	afternoon
(TE) Theory	1	Catalan	first semester	afternoon