UAB
Universitat Autònoma de Barcelona

Specific Educational Sensorial Needs

Code: 102025
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	OT	4

Contact

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

1. 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 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	

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

Continous 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

Continuous assessment:
The continuous assessment evidence is as follows:
• Course work (35%). Based on a case study, the supports and educational services to promote inclusive education will be analyzed. Individual work. Presentation date: December 1; submission date: December 15.
• Completion/Presentation of class activities (15%). Individual or group work.
• Written exam (50%). Individual work. Date: December 15.

Single assessment:
Students who opt for the single assessment will be evaluated based on the following evidence with the corresponding percentages: practical work (10%), course work (30%), written exam (50%), and an oral exam where the submitted work will be defended (10%). Date: December 15.

Resits:
The course work and written exam are the only recoverable assessment elements. The resit date, for both continuous and single assessment, is February 2.

Important considerations:
• To pass this course, students must demonstrate good general communication skills-both oral and written-and a solid command of the course's vehicular language, as stated in the syllabus.
• Feedback, return, or grading of the assessment elements must be published on the virtual campus within 15 days of their completion. A review date must be offered within 10 days of publication.
• In order to calculate the final grade, each assessment evident must receive a minimum grade of 4.
• An assessment will be considered Not Assessable when the student has not submitted 100% of the written exam and the course work, and at least 75% of the in-class activities.
• From the second enrollment onwards, students may opt for a synthesis test consisting of a case study and a written exam. In this case, the final grade for the course will be that of the synthesis test.
• The use of Artificial Intelligence (AI) technologies is not permitted at any stage of this course. Any work containing AI-generated content will be considered academically dishonest and may result in penalties. If detected, the assessment in question will receive a grade of zero.
• According to UAB regulations, plagiarism or copying of any assignment or written test will be penalized with a grade of 0 for the entire course, with no possibility of resit. This applies to both individual and group work (in the latter case, all group members will receive a 0).
• Students are expected to show a professional attitude, including active listening, respect, participation, empathy, punctuality, critical thinking, and appropriate use of electronic devices, among others. This course adheres to the professional deontological principles.
• It is recommended to ensure that all sources, notes, textual citations, and bibliographic references are properly formatted according to APA guidelines, as summarized in UAB resources:
https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

Bibliography

Alberfi, M., Coronas, M., Gomar, C., Palmés, C., Romero,L., Rosell, C., Sadurñí, 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 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).

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

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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

Gobierno Vasco. (2016). La inclusión educativa del alumnado con discapacidad visual. Vitoria: Servico de publicaciones

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

Pérez -Aguirre et al. (2024). Bidirectional Braille-Speech Communication System for Deafblind Students. *Journal on Efficiency and Responsibility in Education and Science*, v17 n2 p164-177. https://files.eric.ed.gov/fulltext/EJ1433151.pdf

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

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
(PAUL) Classroom practices	901	Catalan	first semester	morning-mixed
(TE) Theory	90	Catalan	first semester	morning-mixed