

Specific Cognitive Educational Needs

Code: 102027
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	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

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: THEORY FOUNDATIONS

1. Cognitive development and basic cognitive process: Attention, perception and memory. Learning process: interpersonal, intrapersonal and socio-environmental factors
2. Intellectual skills concept (high skills and incapacity)
3. Evaluation of the high skills and the intellectual handicaps. Improvement of the detection and the later physiological assistance. Strong and weak points.
4. Educational Services for the intellectual handicaps and high skills.

BLOCK B: TEACHING-LEARNING PROCESS

5. Educational bases of the cognitive processing models: models, functions, styles and strategies.
6. Students symbolic Language and cognitive disabilities.
7. educational development strategies for the different cognitive syndromes

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Big group activities : Lectures,document analysis, students expositions, cine-forum, etc.	45	1.8	
Type: Supervised			
Non presential work based on guidelines.	30	1.2	
Type: Autonomous			
Individual and group work to prepare papers, lectures and case analysis. Study of the contents and exam preparation	75	3	

Activities in this course are autonomous, supervised and guided.

- Guided activities are leaded by the teachers of the course, and are developed in the Faculty rooms. These sessions are in big group and they led expositions, thinkinkd and debate of the main contents of the blocks.
- Supervised activities are out of the room and include individual as well as in group tutoring, which aim is to solve difficulties, to guide tasks and ensure the comprehension of the learning outcomes.
- Autonomous activities are developed by the student in a independent way, and it includes the reading preparation, study cases and some taksts for the most academic achivement of the student.

There will be 15 minuts of a class to allow students to assess the course as well as the lecturers involved.

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

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
Ev1: Syndrom's presentation (oral and individual)	16%	0	0	2, 1, 4, 8, 5, 7, 9
Ev2: Practical paper: the decalogue (written and groupal)	17%	0	0	2, 1, 4, 8, 9
Ev3: Poster elaboration and presentation (oral/written and individual/groupal)	17%	0	0	3, 2, 1, 4, 8, 5, 7, 6, 9
Ev4: Test (written and individual)	50%	0	0	8, 5

Evaluation activities		Grade %	Learning results
BLOCK A	Writing test 25% Practical project: 25%	50%	E1, E2, E3
BLOCK B	Writing test: 25% Practical project : 25%	50%	E2, E4, E5

All asses must

be passed with a minimum score of 5 in order to achieve an average mark. If any of the sections (either failed or marked as "Not Presented") are not passed, it will be considered that the minimum requirements have not been met, and the course will be failed with the corresponding grade of the failed section. Reassessment will consist on repeating the failed activity.

This course is divided into two thematic blocks, structured as follows:

- Block A (50% of the final grade): Topics 1, 2, 3
- Block B (50% of the final grade): Topics 4, 5, 6, and 7

The assessment will be based on a written exam, which will account for 50% of the final grade. The remaining 50% will come from a practical project, divided into 3 separate parts, all of which must be passed with a minimum score of 5.

To pass this course, students must demonstrate good general communicative competence, both oral and written, and a solid command of the language(s) used in the course, as specified in the syllabus.

The results of each evaluation must be published on the virtual campus within a maximum of 20 days after its completion. A review date must be offered within 10 days of the publication of results.

If any of the blocks are not passed (due to a fail or a "Not Presented" mark), this means that the expected minimum will not have been achieved, and the course will be failed with the grade corresponding to the failed block. If it is determined that the student has not provided enough assessment evidence, the subject will be marked as "Not Assessable."

Artificial Intelligence (AI) tools are allowed as part of the course project development, provided that the final result reflects a significant contribution from the student, including personal analysis and reflection. Students must clearly identify which parts were generated using AI, specify the tools used, and include a critical reflection on how these tools influenced the process and final outcome. Lack of transparency in the use of AI will be considered a breach of academic integrity and may result in a penalty of 0 in the activity.

According to UAB regulations, plagiarism or copying of any work or written test will result in a grade of 0 for the entire course, with no opportunity to retake it—whether the work was individual or group-based (in which case, all group members will receive a 0). If, during an individual in-class assignment, the instructors determine that a student is attempting to cheat or is found with unauthorized documents or devices, the student will receive a 0 with no possibility of recovery, thereby failing the course.

Continuous Assessment:

Submission Date	Assessment Activity	% of Final Grade	Learning Outcomes
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11/03/26	EV1:Oral presentation of syndromes (Individual). Submission until 18/03/26	16%	E1, E2, E5
25/03/26	EV2:Written group project - "The Decalogue"	17%	E1, E2, E5
20/05/26	EV3:Infographic presentation + materials (Individual and Group)	17%	E1, E2, E5
03/06/26	EV4:Written exam (Individual)	50%	E2, E4, E5
17/06/26	Reassessment	-	E2, E4, E5

Attendance at in-person sessions is mandatory. Students must attend at least 80% of the sessions. Specific cases, questions, suggestions, etc., must be addressed to the lecturer responsible for the relevant block.

Single Assessment Option:

This course allows for a single assessment option. All activities are individual.

Submission Date	Assessment Activity	% of Final Grade	Learning Outcomes
03/06/26	EV1:Written project - "The Decalogue"	25%	E1, E2, E5
03/06/26	EV2:Poster + materials + oral presentation	25%	E1, E2, E5

03/06/26	EV3:Written exam	50%	E2, E4, E5
17/06/26	Reassessment	-	-

Reassessment will consist on repeating the failed activity.

IMPORTANT NOTES:

- This course does not include synthesis assessment.
- All communication will be via the institutional email of the lecturer. The virtual campus will not be used for this purpose.
- Assignments will only be accepted on the scheduled date and time. Any late submission will result in a "Not Presented" (NP) for that activity.

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www20.gencat.cat

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www.european-agency.org

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www.usal.es

Software

There is no specific hardware.

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	second semester	morning-mixed
(TE) Theory	90	Catalan	second semester	morning-mixed