

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

- In order to qualify for the Special Educational Needs (SEN) specialisation, it is necessary to: (a) have passed all core and compulsory subjects, (b) have passed the four subjects specific to the specialisation, and (c) have successfully completed one of the following two subjects: Mediation Strategies or Linguistic Reception in Schools.
- It is recommended that students have passed the subjects *Learning and Development I-II* and *Differences and Inclusion* in the case of the Primary Education degree; and the subjects *Educational Inclusion: SEN* and *Personality Development 0-6* in the case of the Early Childhood Education degree.

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 educator 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

1. Special needs related to the affectivity, emotions and behavior in the school.
2. conceptualisations of the different Disorders / alterations
 - 2.1. Features
 - 2.2. Etiology and development.
 - 2.3. The role of prevention
3. Relationships between school and family
 - 3.1. Detection of needs.
4. Psychoeducational Strategies in the inclusive school
 - 4.1. Educational Needs Assessment.
 - 4.2. Management Curriculum: specific programmes
 - 4.3. teaching strategies to attend educational needs.
5. Planning and Management of the educational services
 - 5.1. The collaboration between the services: a strategy by the inclusive education

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Sessions by teachers for key content. It is done for the whole group class and it allows the presentation of the main content through an active participation by students.	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, keynote sessions will arise with large group, and some activities to work in small groups using cooperative learning and self-employment will be strengthened. The lecturer 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
Group practical activities	15%	0	0	3, 2, 1, 4, 8, 7, 6, 9
Individual practical activities	25%	0	0	3, 2, 1, 4, 8, 5, 7, 6, 9
Individual/Group practical activities	10%	0	0	2, 8, 7
Written test	50%	6	0.24	2, 1, 8, 5, 7

Continuous Assessment:

First Block of the Course

Weekly submission of session summaries (25%). Individual. Submission: session of the following week.

Individual written test (25%) with multiple-choice questions. Date: 17/12/2025.

Second Block of the Course

Individual (in some cases group) classroom practices (10%). Submission: session of the following week.

Group practical intervention project (15%). Submission and presentation date: 10/12/2025.

Individual written test (25%) with multiple-choice questions. Date: 17/12/2025.

Single Assessment:

Individual written test (50%) with multiple-choice questions.

Individual practical intervention project (30%) applied to a case.

Oral defence of the individual intervention (20%).

Date: 17/12/2025.

Resit:

The recoverable assessment components are the written test and the practical intervention project.

Resit date for both continuous and single assessment: 04/02/2026.

Important Considerations:

- All assessment components must achieve a minimum score of 5 in order to calculate the final average.
- Feedback, reviews or grading of assessment components must be published on the virtual campus within a maximum of 15 days after completion, and a review date must be offered within the 10 days following publication.
- An assessment will be considered "Not gradable" when the student has not submitted 100% of the written test and coursework, and at least 75% of classroom activities.
- From the second enrolment onwards, students may opt for a synthesis exam consisting of a case study and a written test. In this case, the subject grade will correspond to the synthesis test result.
- For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively for: bibliographic or information search, translations, and idea generation for practical work. Each student must clearly identify which parts were generated using such technologies, specify the tools used, and include a critical reflection on how these influenced the process and final outcome of the activity. Lack of transparency in AI use will be considered academic dishonesty and the component will be graded with a 0, without resit possibility.
- Students must be proficient in the language in which assessment tasks are presented. Spelling errors or difficulties in expression in the vehicular language will be taken into account in each assessment.
- According to UAB regulations, plagiarism or copying of any assignment or written test will be penalised with a final grade of 0 for the subject, with no option to resit, whether the work was individual or group-based (in the latter case, all group members will receive a 0).
- Students are expected to display a professional attitude: active listening, respect, participation, empathy, punctuality, critical thinking, and appropriate use of electronic devices, among others. This course adopts the ethical principles of the profession.
- It is recommended to review that sources, notes, quotations, and bibliographic references are written correctly following APA guidelines, in accordance with the UAB summary documents:
https://ddd.uab.cat/pub/guibib/113512/modelapa_a2021a.pdf
- Questions, doubts, suggestions, or personal case handling should be addressed to the corresponding block professor.

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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	afternoon
(TE) Theory	90	Catalan	first semester	afternoon