

Degree	Type	Year
Early Childhood Education	FB	3

Contact

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Teachers

Rosa Fortuny Guasch

Teaching groups languages

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

Prerequisites

Although it is a subject that does not involve any previous requirement, it is recommended to have taken previously the course "Processes of education and learning" during the second year, in order to facilitate the understanding of the contents studied.

Objectives and Contextualisation

This subject is part of the basic course: "Learning Disabilities and Developmental Disorders". In the current inclusive education framework, it requires a context in which the teacher, as agents of innovation in a diverse context, facilitate the transformation of an ordinary school and other services for children and their families in order to increase its capacity to attend all children under 6 years old.

The main aims are:

1. To promote a positive vision of diversity in the school and the classroom towards inclusive education.
2. To learn about the different specific needs for educational support in order to facilitate the process of inclusion for all the students.
3. To adapt the teaching and learning procedures to meet the educational needs of all students in diverse contexts.
4. To understand the need for cooperation among different subjects (professional, family, community) involved in the educational context.

Competences

- Acquire resources to promote the educational integration of pupils with difficulties.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Identify learning difficulties, cognitive dysfunctions and problems related with attention.
- Know how to inform other professional specialists in order to address collaboration between teacher and school, to cater for special educational needs that arise.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse experiences of good practice in the process of educational inclusion to address collaborative processes between different educational agents.
2. Being aware of the importance of interactions between peers in the development of coexistence.
3. Contribute ideas and know how to integrate them in whole work of the team.
4. Critically analyse the principles, values and procedures that govern the exercise of the profession.
5. Design didactic-organizational strategies according to the needs and characteristics of pupils.
6. Designing a teaching and learning sequence that respects the globality and uniqueness of each child.
7. Develop a collaborative project in a team, as a first step towards networking.
8. Develop positive attitudes towards intervention for the development of all people, respecting their cultural and natural context.
9. Encourage positive peer interactions for conflict resolution.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Integrating and analysing the data and information from the different types of observation.
12. Know the different professional specialists working with the educational institution.
13. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
14. Produce didactic resources to meet the specific needs of pupils with educational needs related to affectivity, emotions and behaviour in the inclusive school context.
15. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
16. Reflecting on practices observed in the classroom in order to evaluate the teaching and learning processes present, depending on the content of the subject.
17. Understand the different learning abilities and rates of pupils to apply educational resources and services to improve attention to diversity.
18. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

Content

Bloc 1: conceptual framework and regulations related to diversity and the inclusive education.

1. The concept of diversity from an individual and a sociocultural perspective.
2. Historical perspective of diversity: from integration to inclusion.

3. Inclusive education and the concept of need. National and international regulations.

Bloc 2: educational response in an inclusive education framework.

4. Institutions and professionals who give support to schools and families.
5. Organizational and didactic strategies (cooperative learning, free flow, learning environment, projects, etc.).
6. Perceptions, experiences and attitudes from teachers, families and communities.

Bloc 3: conditions that requires support.

7. Psychopedagogical evaluation. Concept, aims and procedures.
8. NESE/NEE: Cognitive, sensory, physical, social, emotional and behavioural difficulties.

This course includes activities for the development of Teaching Digital Competence (A2).

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	30	1.2	1, 18, 12, 17, 8, 9, 2, 15, 16
Type: Supervised			
Supervised	45	1.8	4, 18, 17, 8, 7, 5, 6, 14, 10, 9, 2, 15, 16
Type: Autonomous			
Autonomous	75	3	18, 5, 6, 11, 15, 16, 13

The competencies and methodological options require a participative attitude from students, manifested in class attendance and active participation, readiness for conceptual changes, pre-reading of shared texts, and collaborative work with peers in small and large groups. There is the possibility of undertaking a Service-Learning (SL) or Challenge-Based Learning (CBL) project if an entity offers it.

Group (30 hours)

Presentation of the contents and key topics by the teacher. Conducted with the entire class group, it allows for the exposition of main contents through open and active student participation (cooperative learning, case studies, and project-based learning). It promotes individual, paired, and group work. Presential classes in large groups may involve autonomous work before or after.

Seminars (45 hours)

Work organized in small groups (1/3 of the large group) supervised by the teacher, where through analysis of readings, documents, cases, or diverse activities, deeper insights into contents and themes addressed in the large group are pursued (concept mapping, didactic proposals, discussion groups, oral presentations, etc.).

During the seminar, the students need to be active and participate individually, in pairs, and in teams (cooperative learning, case studies, and project-based learning). Presential seminars may involve autonomous work before or after.

Autonomous (75 hours)

The autonomous work aims to prepare or consolidate work done in class. The work plan will specify assignments and deadlines, though some autonomous work may be assigned in class if it is believed to facilitate or enhance acquisition and consolidation of learning. Autonomous activities may be individual or team-based, involving activities such as: observations, interviews, bibliographic or information searches, readings, concept maps, group work, reflections, synthesis, case analysis, poster or brochure development, among others.

Field trips: the subject can offer a field trip related to the knowledge of institutions and professionals or fieldwork conducted.

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
Block I. Team conferences (10%) and individual test (15%). The assessment evidences are related to the themes 1,2 & 3	25%	0	0	1, 3, 18, 8, 11, 13
Block II. Grup Assignment and coevaluation. The assessment evidences are related to the themes 4, 5 & 6	10%	0	0	1, 7, 5, 6, 14, 9, 2, 16
Block III. Group presentation and heteroevaluation. The assessment evidences are related to the themes 7 & 8	25%	0	0	4, 1, 3, 12, 17, 8, 7, 14, 10, 11, 15, 16, 13
Final test and selfevaluation	40%	0	0	18, 12, 17, 8, 15

The evaluation of the subject will be carried out throughout the semester through different activities. The evaluation of the blocks will consist of evidence submissions during the process and a final evidence of the entire subject.

- Block 1: will start in mid-February and early March.
- Block 2: will start in mid-March and end in the middle of April.
- Block 3: will start at the end of April and end at the end of June.

The student is expected to acquire basic training in each of the blocks; therefore, to pass the subject, each of the three blocks of content must be approved. The average grade of all blocks will only be made if all assignments and tests in each block are passed with a minimum score of five out of ten. Although there are activities to be carried out in small groups, the grades will be individual, so that not necessarily all members of the group must be evaluated with the same grade. Students are expected to show attitudes compatible with their profession to be evaluated, both in class, in interactions and in assignments.

The results of each assessment will be published on campus within 20 working days of their delivery, and a review date will be offered within 10 days of their publication.

Assessment dates:

- Group and individual activities-block I: Each team will work on part of the content and present the result together during the classes (10%). At the end of block I, there will be an individual test in class linked to basic theoretical knowledge, on the 2nd of March (15%).
- Work on a child. Submission of part I of the group work and co-evaluation - Block II: At the end of Block 2, on April 13th (10%).
- Work on a child, part II, developed and presented in a group - Block III: Presentations during the last two classes in June (25%).
- Case analysis activity to be solved individually in class: June 15th (40%).
- Reevaluation: Monday, June 29th from 17:30-19:30, jointly for groups 61 and 62.

If a student fails an activity, the teaching team will assess the case and decide whether the student has the right to recover the failed activity and how they can attempt to recover it. Therefore, students who have adequately followed the course (attendance, participation, and submissions) but still have a specific aspect unachieved will be allowed to pass the course, either by completing an additional individual and autonomous task or by taking a written exam, or both. This test will have a maximum score of "Pass" (5). If the student ultimately does not recover the assessment activities for each block, it will mean they have not met the expected minimums and will fail the course with a final grade equal to the grade of the failed activity or the average of the failed activities in each block. A student will be considered NP (Not Presented) if they have not submitted or participated in any assessment activity.

Students repeating the course may request, at the beginning of the course, that the teaching staff to take only a final synthesis assessment (it may be a test and/or a paper). In this case, the maximum qualification will be 7. If they do not request this, the evaluation will be continuous.

Unique assessment

Students who, at the beginning of the course, opt for the unique assessment via the procedures provided by the faculty and inform the teaching staff, will be assessed on June 15th. At the beginning of the class, they will submit a specific paper related to each of the three blocks covered (50%), have an interview, and take a written exam in class covering the entire course content (50%). To pass the course, students must pass both the assignment with the interview and the written exam with a minimum score of 5 in order to average the two submissions. Only the written exam will be recoverable. The recovery will take place on Monday, June 29th, from 16:30-19:30 and will be a written exam.

The final grade review follows the same procedure as for continuous assessment.

ATTENTION

To pass this subject, the student must demonstrate, in the activities proposed, a good general communicative competence, both orally and in writing, and a good command of the language outlined in the guide. In all activities (individual and group), linguistic accuracy, writing, and formal presentation aspects will be considered. The student must be able to express themselves fluently and correctly and must demonstrate a high level of understanding of academic texts. An activity may be returned (not evaluated) or failed if the professor considers it does not meet these requirements. The gender perspective in general communication will also be taken into account.

As a future teacher, an attitude compatible with the educational profession must be demonstrated as a requirement for passing the subject, as well as an ethical commitment to the profession. Therefore, attitudes such as active listening, reasoning, respect for colleagues and professors, participation, cooperation, empathy, kindness, punctuality, or the appropriate use of mobile phones or laptops only when necessary for the class are required. There must be an ethical commitment to the deontological principles of the profession. If these requirements are not met, the grade for the subject will be a 3.

Copying or plagiarism, whether in assignments or exams, constitutes a crime and will be penalized with a 0 as the grade for the subject, losing the possibility of recovering it, whether it is an individual or group assignment (in this case, all group members will receive a 0). If, during the completion of an individual assignment in class, the professor considers that a student is attempting to copy or discovers any unauthorized document or device, the assignment will be graded as 0, with no option for recovery, and thus the subject will be failed. A work,

activity, or exam will be considered "copied" if it reproduces all or a significant part of another student's work. A work or activity will be considered "plagiarized" if it presents a part of a text by an author as its own without citing the sources, regardless of whether the sources are in paper or digital format. (More information about plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Before submitting a learning evidence, it must be checked that the sources, notes, direct quotes, and bibliographic references have been written correctly following APA standards and by the documentation summarized in the UAB sources:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

Permitted AI Use: In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the work development, as long as the final result reflects a significant contribution from the student in analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final result of the activity. Lack of transparency in AI use will be considered academic dishonesty and may lead to a penalty on the activity grade, or more severe sanctions in cases of seriousness.

Any change made to the content of the syllabus and/or program during the course will be agreed upon with the students attending the class on the day the possible change is discussed, and will be subsequently announced on the course's virtual campus. Similarly, the content outlined in the initial schedule for each block may vary if an agreement is reached between the professor and the students attending the class on the day the change is proposed. If the modification in the syllabus and/or program is agreed upon, it will be communicated through the news on the Moodle platform of the course. Changes may allow content to be adjusted to the characteristics, knowledge, interests, and particular rhythms of the class group.

All this information and any additional information will be uploaded at the beginning of the course on the Moodle platform of the subject, which we will use as a communication tool.

Bibliography

The bibliography recommended counts with a similar number of authors: women and men.

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Software

The subject does not require specific software, mostly uses Moodle and TEAMS. However, to encourage some d

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
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(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed
(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon
(SEM) Seminars	623	Catalan	second semester	afternoon
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon