Specific Educational Learning Needs

Code: 102026
ECTS Credits: 6

<table>
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<tr>
<th>Degree</th>
<th>Type</th>
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<th>Semester</th>
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</tr>
</tbody>
</table>

Contact
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Use of Languages
Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Prerequisites
It is advisable to have passed the subjects: "Learning and Development I-II" and "Differences and Inclusion" in the case of Degree of Primary Education; and the subjects "Educational Inclusion: NEE" and "Personality Development 0-6" in the case of Degree of Early Childhood Education.

Objectives and Contextualisation
This subject matter is part of the Inclusive Education. As part of the current inclusive School, it requires a context in which the teacher as agent of innovation and diversity management, facilitate the transformation of ordinary School in order to increase their capacity student body to know all specific educational learning needs. Both achieve training objectives are:
1. To adapt the educational learning processes to know the educational needs of the student body in the context of diversity.
2. To promote educational inclusion process within a framework multi-collaborative spaces.

Competences
- 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 autonomous learning strategies.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers 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.
- Respect the diversity and the plurality of ideas, people and situations.
- 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. Contribute ideas and know how to integrate them in whole work of the team.
4. 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 teachers professional life.
5. Establish work teams to develop activities independently.
6. Relating science with its technological applications, with its social impact on the didactic situations pertaining to the school.
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.

Content

1. Overview of the specific educational needs related to the learning and development.
   1.1. Verbal language, reading and writing.
   1.2. Development of logical-mathematical reasoning.
   1.3. Developing skills in the learning attention.
   1.4. Motor development.
3. Intervention and guidance regarding the specific educational learning needs.
   3.1. Patterns of action and teaching strategies.
   3.2. Programs of intervention: curricular adaptations.
   3.3. Educational support: services and projects. Role of the family.

Methodology

The protagonist in the process of teaching-learning is the student and, under this premise, the methodology of the subject is planned.
First, we propose a large group classroom activities, which will include exhibitions by teachers of content and basic issues of the units. Will be held with the whole group class and allow exhibition of the main content through open and active participation by students.
Secondly, we will do activities in small groups, which will be held in the framework of the core group and will be supervised by teachers and, through analysis of documents, problem-solving or other activities, and we will study in depth the contents and topics previously worked in the large group. This collection of evidences will show how the students have made good use of the tasks performed by themselves and reviewed throughout the academic year.
Finally, we will do a practical work (group), and will be drawn during the term in relation to specific themes to choose from several that the teachers raised.

Activities

<table>
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<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Onsite in large group</td>
<td>45</td>
<td>1.8</td>
<td>4</td>
</tr>
<tr>
<td>Supervised working and mentoring</td>
<td>30</td>
<td>1.2</td>
<td></td>
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Assessment

The evaluation of the course is ongoing and will be based on a written test that will count 50% of the final mark of the course; 50% of the remaining evaluation will be divided between class activities (20%) and practical work (30%), and will be done during the two blocks of the subject. All evidence must obtain a minimum of 5 to make average.

Attendance at these sessions is mandatory, the student must attend at least 80%. Otherwise the assessment corresponds to Non-Evaluable.

Students who have completed the course proper monitoring of the course and still remains some way not achieved, they will be given the opportunity to pass the subject making a final re-evaluation. In this case, the maximum block to be recovered 5. In any case, the re-evaluation will be considered to raise the grade.

In order to be able to opt for the re-evaluation, the student must have been previously evaluated in the practical works and the written test, whose weight is equivalent to a minimum of two thirds of the total qualification of the subject. The student must have obtained a minimum grade of 3.5 in the average of the subject.

If finally one of the evidences is not approved it will mean that the expected minimum has not been reached and the subject with the corresponding qualification for suspended evidence will be suspended. When the student has not submitted, or has not been able to provide enough evidence of evaluation that allows a global qualification of the subject, the qualification of this subject will be awarded in the format as "Non-Evaluable".

To pass this course, the student must show, in the activities offered to them, a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the units.

In all activities (individual and in groups), linguistic correction, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correlatively and must show a high level of understanding of the academic texts. An activity can be returned (not evaluated) or suspended if the professor considers that it does not meet these requirements. It is also necessary to show an attitude that is compatible with the teaching profession as a requirement to pass the subject. Some competencies are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argument, use of the appropriate mobile phone, etc.

The results of the evaluation of each evidence should be published in the campus within 15 days after its completion, and must provide a review date within 10 days publication.

According to the regulations UAB, plagiarism or copying of any work or written test will be penalized with 0 mark and will lose the ability to recover it, whether an individual or in a group (in this If all group members have a 0). If during the performance of an individual class, the teacher to consider a student is trying to copy or discover any kind of document or device by unauthorized staff, will qualify the same at 0, no recovery option and therefore, have suspended the course.

The treatment of individual cases, questions, suggestions, etc., have to consider the teacher of every blog.

The evaluation of this course follows the general guidelines and criteria for the evaluation of the Faculty of Education, according to the agreement of the Academic Committee of 28 April 2011, 4 June 2014 and 28 May 2015.

Dates of evaluation:

- The evaluation of the written test of the subject (2019-2020 course) will be on December 11, 2019.

- For students who do not exceed the minimum mark of 5 in the written test, they will be proposed a re-evaluation that will be carried out during the first week of February 2020.
<table>
<thead>
<tr>
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<td>Practical work</td>
<td>30%</td>
<td>0</td>
<td>0</td>
<td>2, 1, 3, 8, 5, 6</td>
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<tr>
<td>Theory</td>
<td>50%</td>
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**Bibliography**


Links:

http://www.edu365.cat

http://www.edu21.cat

http://www.educalia.org

http://www.didactalia.net