



Universitat de Lleida

DEGREE CURRICULUM
**LEARNING DIFFICULTIES AND
DEVELOPMENT DISORDERS**

Coordination: SANSÓ GALIAY, CLARA MARÍA

Academic year 2020-21

Subject's general information

Subject name	LEARNING DIFFICULTIES AND DEVELOPMENT DISORDERS			
Code	100703			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	2	COMMON	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	3		2
Coordination	SANSÓ GALIAY, CLARA MARÍA			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DELGADO DURAN, ANTONIO	antonio.delgado@dif.udl.cat	1,1	
MORA VILARDOSA, MARIA TERESA	mariateresa.mora@udl.cat	4	
SANSÓ GALIAY, CLARA MARÍA	clara.sanso@udl.cat	4,1	
SEGURA TORRES, JUAN	joan.segura@udl.cat	2	
VALLS GABERNET, MARIA JOSEP	pepa.valls@udl.cat	2,6	

Learning objectives

- Know and know how to detect the educational needs of educational support at the stage of 0-6 years from a bio-psycho-social approach (Affective and emotional development disorders, ASD, communicative and language disorders, visual, auditory disability, motor and cognitive disorders, students with biological risk and socio-cultural environment, high capacities, among others).
- Learn resources to promote the educational inclusion of students with educational needs for educational support.
- Reach a level of knowledge and understanding of ideas related to education from an inclusive approach.
- Know and analyze the didactic-organizational strategies for the construction of the school for all people within the framework of the paradigm of inclusive education.
- Know how to establish interdisciplinary exchanges, networking and cooperative work relationships.

Competences

GENERAL SKILLS

- Ability to organize different types of information.
- Ability to work on a team.
- Ability to communicate properly both orally and writing.
- Ability to reflect
- Ability to solve different educational situations.
- Critical ability during the construction of the learning process.
- Ability to use ICTs.

SPECIFIC SKILLS

- Be able to identify learning difficulties, language and communicative disorders, cognitive, sensorial and

- disabilities, as well as attentional and behavioral related disorders-
- Be able to inform other professionals of warning signs observed on children between 0 - 6 years old.
- Acquire resources to favor the educational integration of students with special educational needs.

Subject contents

MANDATORY CONTENTS

BLOCK I

- Inclusive education, schools for everyone and attention to diversity.
- Didactic and methodological strategies of attention to diversity.

BLOCK II

- Difficulties in the development of language, speech, rythm and communication.
- Difficulties in the development of written and mathematician language.
- Prenatal development, origin of some deficiencies and early attention.
- Emotional and behavioral disorders.
- Hearing impairment: evolutionary aspects and educational implications.
- Visual impairment: evolutionary aspects and educational implications.
- Motor disability: evolutionary aspects and educational implications.
- Intelectual disabilities: evolutionary aspects and educational implications.
- ADHD: evolutionary aspects and educational implications.
- ASD: evolutionary aspects and educational implications.
- High capacities: evolutionary aspects and educational implications.
- Socio cultural diversity: evolutionary aspects and educational implications.

Methodology

The blended teaching planning for the 2020/2021 academic year means that the methodology specified below is organized 50% face-to-face and 50% online (videoconferences, forums, etc.).

Main methodological indicators:

- Professor presentations.
- Students presentations.
- Study of practical cases.
- Video analysis.
- Debates and reflections in big and small groups.
- Readings and analysis of documents.
- Information search.
- Assignments elaboration and its synthesis.
- Individual and group tutorials.

Development plan

CREATIVE MANAGEMENT

WEEK	DESCRIPTION	OBJECTIVES	PROFESSOR'S ASSIGNMENTS	STUDENT'S ASSIGMENTS
WEEK 5-6	COURSE PRESENTATION	Delimitation of the contents, objectives and evaluation criteria of the course. Activate previous knowledge.	Professor's presentation	Active listening and questions

WEEK 5-6 To 8-9	BLOCK I SEMINARS: INCLUSIVE EDUCATION	<p>Acquire resources to promote the educational integration of students with educational needs for educational support.</p> <p>Acquire a level of knowledge and understanding of ideas related to education understood from an inclusive approach.</p> <p>Know and analyze the didactic-organizational strategies for the construction of the school for all people within the framework of the paradigm of inclusive education.</p> <p>Work on the metacognition badge</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>
WEEK 9-10 to 15	BLOCK II SEMINARS: SPECIFIC NEEDS OF EDUCATIONAL SUPPORT	<p>Be able to detect specific educational support needs.</p> <p>Be able to inform other specialist professionals about the warning signs observed in a child from 0 to 6 years old.</p> <p>Identify the different learning difficulties, ASD, communication and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children at biopsychosocial risk.</p> <p>Know the developmental milestones of students from 0 to 6 years old with learning difficulties, communicative and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children in biopsychosocial risk.</p> <p>Acquire a global vision of the educational implications that affect these disorders and verify the importance of providing an adequate educational response to the specificity of each person.</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>

* The program may be changed from one week to another according to the course's needs.

PRESCHOOL EDUCATION (EVENING GROUP)

WEEK	DESCRIPTION	OBJECTIVES	PROFESSOR'S ASSIGNMENTS	STUDENT'S ASSIGNMENTS

WEEK 5-6	COURSE PRESENTATION	Delimitation of the contents, objectives and evaluation criteria of the course. Activate previous knowledge.	Professor's presentation	Active listening and questions
WEEK 5-6 To 8-9	BLOCK I SEMINARS: INCLUSIVE EDUCATION	<p>Acquire resources to promote the educational integration of students with educational needs for educational support.</p> <p>Acquire a level of knowledge and understanding of ideas related to education understood from an inclusive approach.</p> <p>Know and analyze the didactic-organizational strategies for the construction of the school for all people within the framework of the paradigm of inclusive education.</p> <p>Work on the metacognition badge</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>
WEEK 9-10 To 15	BLOCK II SEMINARS: SPECIFIC NEEDS OF EDUCATIONAL SUPPORT	<p>Be able to detect specific educational support needs.</p> <p>Be able to inform other specialist professionals about the warning signs observed in a child from 0 to 6 years old.</p> <p>Identify the different learning difficulties, ASD, communication and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children at biopsychosocial risk.</p> <p>Know the aspects of the development of students, from 0 to 6 years, with learning difficulties, communicative and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children in biopsychosocial risk.</p> <p>Acquire a global vision of the educational implications that affect these disorders and verify the importance of providing an adequate educational response to the specificity of each person.</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>

* The program may be changed from one week to another according to the course's needs.

Evaluation

CREATIVE MANAGEMENT

Continuous evaluation divided in the following evidences:

Block I

Individual work (Metacognition Badge): 30%

Block II

Exam - BG syllabus: 29%

Exam - MG syllabus: 19%

Group work: 22%

Requirements:

- BLOCK I written exam: The badge must be approved with a grade equal or greater than 5. Otherwise, an oral recovery exam will be carried out.
- Badge: To pass the course, it is mandatory to pass the meta-cognition badge.
- BLOCK II written exams and MG group work: An average grade will be obtained from the different tests. In order to approve, it is necessary to obtain a 5 in the average grade of the subject.
- Attendance: Attendance will be compulsory for Block II seminars.
- Presentation of evidences: The evidences that are not delivered / done on time will not be graded and, consequently, there will be no right to recovery on those evidences that can be recovered.
- Spelling mistakes are penalized. If the number of mistakes is very high, the possibility of not being able to pass the course will be considered, even if all the evidence is approved.

Assessment criteria of the evaluation evidences

BLOCK I Individual work (Metacognition Badge):

- The assessment criteria of this evidence are specified on the badge document.

BLOCK II written exams

- Practical cases resolution
- Identify theoretical contents of the course

BLOCK II written assignment

- Mandatory participation in the group tutorial
- Quality of the work script
- Creativity of the oral presentation and written assignment
- Inquire about an specific topic of the course, which has been previously determined by the professor, focusing on the etiology, characteristics, definition, evolutionary features, among other aspects of interest.
- Establish connections between the Block I of the course and other knowledges and previous experiences.

Provisional due dates of written exams and other evidences

Block II written exam: june 2021 (date, time and place are not fixed yet)

Block II written assignment: june 2021 (date, time and place are not fixed yet)

Block II written assignment's presentation: june 2021 (date, time and place are not fixed yet)

Badge (Block I): june 2021 (date, time and place are not fixed yet)

Block II written exams: June 2021 (date, time and place are not fixed yet)

OTHER CIRCUMSTANCES OF EVALUATION

EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)

(Condition: Certificate of disability or certificate of presenting any learning difficulty)

The professors in charge of the course may modify the assessment system and whether or not to carry out face to face activities depending of the Special Educational Needs of every student. Any decision will be always guided and guaranteed by the UdL Attention to Diversity Commission.

EVALUATION FOR STUDENTS WITH ACREDITED WORK

(Condition: approval of the relevant commission for carrying out this single type of evaluation).

The evaluation consists on a final exam with a value of 70% and a workshop with a value of 30% of the final mark.

OTHER EVALUATION SYSTEMS

(Condición: only for exceptional cases).

Exceptionally, it will be considered to adapt to specific cases.

PRESCHOOL EDUCATION (EVENING GROUP)

Continuous evaluation divided in the following evidences:

Block I

Individual work: 15%

Group work: 15%

Block II

Written exam - LG syllabus: 28%

Written exam - MG syllabus: 16%

MG Group work: 26%

Requirements

- BLOCK II written exams : An average grade of 5 must be achieved within the 2 exams. Is mandatory to show a minimum knowledge of the course in both exams. Otherwise an average grade will not be obtained and the course will be failed.
- Group work: Is mandatory to approve the group work of Block I with a grade equal or greater than 5.
- Attendance: Attendance is mandatory to Block II lectures.
- Spelling mistakes. In case the number of spelling mistakes is significantly high the possibility of failing the course will be considered despite all the evidences have been passed.

Provisional due dates of written exams and other evidences

The due dates of the Block I and Block II written assignments, as well as the presentations of the Block I written

assignment will be held the **last weeks of the course**.

The written exams will be held during **week 17** of the course.

Assessment criteria of the evaluation evidences

BLOCK I Individual and group work

- Creativity of the oral presentation (work group).
- Resolution of a practical case (student with SEN) towards the planning and methodology more adequate for the specific situation.
- Relate the teacher's role with professionals from and outside the educational center.
- Establish connections between the Block II of the course and other knowledges and previous experiences.
- Identify theoretical contents of the course.

BLOCK II written exams

- Resolution of a practical case
- Identify theoretical contents of the course

BLOCK II written assignments

- Mandatory participation in the group tutorial.
- Quality of the work script.
- Creativity of the oral presentation and written assignment.
- Inquire about an specific topic of the course, which has been previously determined by the professor, focusing on the etiology, characteristics, definition, evolutionary features, among other aspects of interest.
- Establish connections between the Block I of the course and other knowledges and previous experiences.

OTHER CIRCUMSTANCES OF EVALUATION

EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)

(Condition: Certificate of disability or certificate of presenting any learning difficulty)

The professors in charge of the course may modify the assessment system and whether or not to carry out face to face activities depending of the Special Educational Needs of every student. Any decision will be always guided and guaranteed by the UdL Attention to Diversity Commission.

EVALUATION FOR STUDENTS WITH ACREDITED WORK

(Condition: aprobal of the relevant comission for carrying out this single type of evaluation).

The evaluation consists on a final exam with a value of 70% and a workshop with a value of 30% of the final mark.

OTHER EVALUATION SYSTEMS

(Condición: only for exceptional cases).

Exceptionally, it will be considered to adapt to specific cases.

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