Universitat de Lleida

DEGREE CURRICULUM

LEARNING DIFFICULTIES AND DEVELOPMENT DISORDERS

Coordination: SANSO GALIAY, CLARA MARIA

Academic year 2023-24

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/CORE	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	SANSO GALIAY, CLARA MARIA
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK
Important information on data processing	Consult this link for more information.
Language	catalan
Distribution of credits	Gestions Creatives: Clara Sansó and Pepa Valls Tarda: Maria Teresa Mora and Joan Segura

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MORA VILARDOSA, MARIA TERESA	mariateresa.mora@udl.cat	4	
SANSO GALIAY, CLARA MARIA	clara.sanso@udl.cat	5,2	
SEGURA TORRES, JOAN	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

- CG1 Correction in oral and written communication.

- CG3 Mastery of Information and Communication Technologies

SPECIFIC SKILLS

- CE3 Design and regulate learning spaces in contexts of diversity that attend to the unique educational needs of students, gender equality, equity and Respect for human rights.

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.
- 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 (topic to be developed according to the working groups).
- Prenatal development, origin of some deficiencies and early attention (topic to be developed according to the working groups).

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	DESCRIPTION	OBJECTIVES	PROFESSOR'S ASSIGNMENTS	STUDENT'S ASSIGMENTS
WEEK 5-6 To 8-9	BLOCK I SEMINARS: INCLUSIVE EDUCATION	Acquire resources to promote the educational integration of students with educational needs for educational support. Acquire a level of knowledge and understanding of ideas related to education understood 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. Work on the metacognition badge	Present Enable the debate Relate theory and practice Mantain a reflective and systematic questioning attitude	Search and analyze information Make logical arguments Relate theory and practice Mantain a reflective and systematic questioning attitude Practical cases resolution
WEEK 9-10 to 15	BLOCK II SEMINARS: SPECIFIC NEEDS OF EDUCATIONAL SUPPORT	Be able to detect specific educational support needs. Be able to inform other specialist professionals about the warning signs observed in a child from 0 to 6 years old. 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. 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. 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.	Present Enable the debate Relate theory and practice Mantain a reflective and systematic questioning attitude	Search and analyze information Make logical arguments Relate theory and practice Mantain a reflective and systematic questioning attitude Practical cases resolution

* 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 ASSIGMENTS

WEEK 5-6	COURSE PRESENTATION	Delimitation of the contents, objectives and evaluation criteria of the course. Acivate previous knowledge.	Professor's presentation	Active listening and questions
WEEK 5-6 To 8-9	BLOCK I SEMINARS: INCLUSIVE EDUCATION	Acquire resources to promote the educational integration of students with educational needs for educational support. Acquire a level of knowledge and understanding of ideas related to education understood 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. Work on the metacognition badge	Present Enable the debate Relate theory and practice Mantain a reflective and systematic questioning attitude	Search and analyze information Make logical arguments Relate theory and practice Mantain a reflective and systematic questioning attitude Practical cases resolution
WEEK 9-10 To 15	BLOCK II SEMINARS: SPECIFIC NEEDS OF EDUCATIONAL SUPPORT	Be able to detect specific educational support needs. Be able to inform other specialist professionals about the warning signs observed in a child from 0 to 6 years old. 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. 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. 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.	Present Enable the debate Relate theory and practice Mantain a reflective and systematic questioning attitude	Search and analyze information Make logical arguments Relate theory and practice Mantain a reflective and systematic questioning attitude Practical cases resolution

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

Evaluation

CREATIVE MANAGEMENT

Continuous assessment graded with the following blocks:

Block 1: Written work 30%

- Assessment activity: Metacognition badge (Individual activity)

Block 2: Written test 50%

- Assessment activity: written test type test + case study (Individual activity)

Block 3: Educational inclusion work syllabus HP 20%

- Assessment activity 1: Life history analysis (12%) (Group activity)
- Assessment activity 2: Feedback (4%) (Group activity)
- Assessment activity 3: Oral defense (4%) (Group activity)

Assessment block requirements:

- Block 1 is an essential requirement to pass the subject. It must be passed with a grade of 5 or higher. It can be fully recovered. The maximum recovery grade for this blog is a 5.
- Block 2 is an essential requirement to pass the subject. It must be passed with a grade equal to or higher than 5. It can be recovered partially or fully (test-type questions or open-ended practical case questions). The maximum recovery grade for this block is 5. Test-type questions will subtract from the overall grade of block 2.
- If block 1 or block 2 is not passed with a grade equal to or higher than 5, even if the average with the other blocks gives a pass, the final mark of the report will be 4.9 (Suspended).
- Block 3: the work grade is summative and will be averaged with the rest of the evidence.
- In block 3 activities all members of the group will have the same grade except for that block activity in which the name of a group member does not appear. In the event that the name of a group member is not included in the delivery of any of the activities, it will be considered that he has not contributed/done the work and the grade will be a 0 for that specific activity in the block.
- In the case of having the written work suspended (History of Life-Activity 1-Block 3), it is mandatory that all members of the group who have to recover the work present themselves for recovery.
- The works will be passed through the plagiarism tool of the UdL. If a percentage equal to or greater than 20% is found, it will be understood that the work is plagiarized and the subject will be suspended.
- Any fraudulent use or use of artificial intelligence (AI) when carrying out the assessment activities will result in the suspension of the subject and the application of the UdL protocol.
- Linguistic and formal correction in written productions is an indispensable requirement (http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf). In the foundation of written works, it is essential to use academic sources, correctly cited in accordance with APA regulations. These expressive errors or incorrect presentation will affect the subject's grade.

Grading criteria for evaluation evidence

Block1: Individual work (Metacognition Badge)

- The qualification criteria for this evidence are specified in the badge document.

Block 2: Written test

- Resolution of practical cases
- Identify theoretical content specific to the subject

Block 3: HP educational inclusion works

- Mandatory participation in group tutoring
- Quality of the work script

- Creativity of oral presentation and written work Inquire about a life story related to the topic of study specific to the subject, and previously determined by the teacher, towards the etiology, characteristics, definition, evolutionary traits, BAP and inclusive measures and supports.
- Establish bridges with Block 1 of the subject and other previous knowledge and experiences.

Provisional dates for written tests and other evidence

Consult the calendar of evidence and official exams of the FEPTS

OTHER EVALUATION SITUATIONS

Assessment by students with NESE

(Condition: referral from the UdLxTothom, certificate of disability or having a learning difficulty).

The teaching staff of the subject may modify the evaluation system and the performance of face-to-face and non-face-to-face activities, depending on the NESE of each student, always in agreement with the "Responsible for Inclusion in the Center" of the FEPTS or with the UdLxTothom" and according to the current assessment regulations.

Assessment by students with accredited work and with the approval of FEPTS

(Condition: approval by the relevant committee of the permit to make a single assessment).

The assessment consists of two blocks:

Block 1: Assessment activity - written work 30%

Block 2: Assessment activity - test-type exam and case study 70%

Requirements:

- To approve the subject, the grade must be 5 in both blocks separately

Assessment by students from other courses who cannot attend class due to incompatibility with the degree's academic practices.

(Condition: certification of being enrolled in the internship).

The students will have to carry out the same assessment activities as the rest. The only exception is attendance at practice sessions (yes, you must defend the written work and you must not do the rubric among peers).

During their stay, students will be monitored remotely regarding their learning process and the performance of the various assessment activities

<u>AFTERNOON GRUP</u>

Continuous evaluation assessed with the following evidence:

Block 1: 30%

- Assessment activity 1: Individual production: 15%
- Assessment activity 2: Group production: 15%

Block 2: 44%

- Assessment activity written test (individual activity)

Block 3: 26%

- Assessment activity GM written work (group activity)

Assessment block requirements:

- Block 1 is an essential requirement to pass the subject. It must be passed with a grade of 5 or higher. It can be fully recovered. The maximum recovery grade for this blog is a 5.
- Block 2 is an essential requirement to pass the subject. It must be passed with a grade equal to or higher than 5. It can be recovered partially or fully (test-type questions or open-ended practical case questions). The maximum recovery grade for this block is 5. Test-type questions will subtract from the overall grade of block 2.
- If block 1 or block 2 is not passed with a grade equal to or higher than 5, even if the average with the other blocks gives a pass, the final mark of the report will be 4.9 (Suspended).
- Block 3: the work grade is summative and will be averaged with the rest of the evidence.
- The works will be passed through the plagiarism tool of the UdL. If a percentage equal to or greater than 20% is found, it will be understood that the work is plagiarized and the subject will be suspended.
- In block 3 activities all group members will have the same mark.
- In the case of having the work suspended, it is mandatory that all members of the group who have to recover the work present themselves for the recovery. Presentation of the activities of the different blocks: Activities that are not delivered/carried out on time will not be graded and, consequently, you will not have the right to recovery in those evidences that can be recovered.
- Attendance: Attendance will be compulsory at 80%.
- Any fraudulent use or use of artificial intelligence (AI) when carrying out the assessment activities will result in the suspension of the subject and the application of the UdL protocol.
- Linguistic and formal correction in written productions is an indispensable requirement (http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf). In the foundation of written works, it is essential to use academic sources, correctly cited in accordance with APA regulations. These expressive errors or incorrect presentation will affect the subject's grade.

Grading criteria for evaluation evidence

Individual and group production Block 1

- Creativity of the oral presentation (group work)
- Resolution of a practical case (student with NESE) towards the organization and methodology best suited to the specific situation.
- Relate the teaching function with internal and external professionals at the center.
- Establish bridges with Block 2 and 3 of the subject and other previous knowledge and experiences.
- Identify theoretical content specific to the subject

Written test Block 2

- Identify theoretical and practical content specific to the subject

Written work Block 3

- Mandatory participation in group tutoring
- Quality of the work script
- Creativity of oral presentation and written work Inquire about some topic of study specific to the subject, and previously determined by the teacher, towards etiology, characteristics, definition, evolutionary features, among other aspects of interest.
- Know how to detect the educational needs exposed in the anamnesis of the practical case and justify and argue them with a theoretical framework of reference.
- Establish bridges with Block 2 of the subject and other previous knowledge and experiences

Provisional dates for written tests and other evidence

*Consult the calendar of evidence and official exams of the FEPTS

OTHER EVALUATION SITUATIONS

Assessment by students with NESE

(Condition: referral from the UdLxTothom, certificate of disability or having a learning difficulty).

The teaching staff of the subject may modify the evaluation system and the performance of face-to-face and non-face-to-face activities, depending on the NESE of each student, always in agreement with the "Responsible for Inclusion in the Center" of the FEPTS or with the UdLxTothom" and according to the current assessment regulations.

Assessment by students with accredited work and with the approval of FEPTS

(Condition: approval by the relevant committee of the permit to make a single assessment).

The assessment consists of two blocks:

Block 1: Assessment activity - written work 30%

Block 2: Assessment activity - test-type exam and case study 70%

Requirements:

- To approve the subject, the grade must be 5 in both blocks separately

Assessment by students from other courses who cannot attend class due to incompatibility with the degree's academic practices.

(Condition: certification of being enrolled in the internship).

The students will have to carry out the same assessment activities as the rest. The only exception is attendance at practice sessions (yes, you must defend the written work and you must not do the rubric among peers).

During their stay, students will be monitored remotely regarding their learning process and the performance of the various assessment activities

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