



Universitat de Lleida

DEGREE CURRICULUM **NEUROEDUCATION**

Coordination: MOYA HIGUERAS, JORGE

Academic year 2022-23

Subject's general information

Subject name	NEUROEDUCATION			
Code	14807			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Neuropsychology	1	OPTIONAL	Blended learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.4		4.6
	Number of groups	1		1
Coordination	MOYA HIGUERAS, JORGE			
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
ARQUE FUSTE, GLORIA	gloria.arque@udl.cat	0	
MOYA HIGUERAS, JORGE	jorge.moya@udl.cat	3	
ROS MORENTE, AGNES	agnes.ros@udl.cat	3	

Learning objectives

It is expected that, once the subject is finished, the student will be able to:

- Discriminate among the most relevant neuropsychological theories of the child development.
- Discriminate among the neuropsychological theories regarding the basic educative competences.
- Do a neuropsychological assessment that is adequate to the age of the patient.
- Arrange an intervention taking into account the characteristics of the childhood stage of the patient.
- Do a proper scientific information search.
- Analyse, in a critic way, the information found.

Competences

Basic Competences

CB06 To be able to understand the knowledge that enables creativity in the development or application of ideas, very often in a research context.

CB07 To be able to apply the knowledge that has been learnt and to have an adequate capacity to solve problems in new environments in different (and multidisciplinary) contexts related to the study area.

CB08 To be able to integrate knowledge and cope with the complexity of making judgements from an information which may be incomplete or limited, and which includes social and ethic responsibility.

CB09 To be able to communicate conclusions and knowledge that the student has to a specialized and non specialized audiences.

CB10 To be able to have the learning skills that enable them to continue studying in an autonomous way.

General Competences

CG1 To be able to search, analyze and use up to date information that is related to the latests advances in neuropsychology within scientific literature and using a critical way of thinking.

CG2 To be able to formulate hypotheses for research and clinical practice in the field of neuropsychology with the scientific method.

CG5 To be able to do oral and written communications, both in the scientific and informative fields, adapted to specific subjects related to neuropsychology.

CG6 To be able to chose the best way to act depending on each case, following a systematic process which is

fundamented in science.

Specific Competences

CE1 To be able to show a deep theoretical knowledge about the functioning of the brain and the bases of neuropsychology.

CE2 To be able to elaborate an neuropsychological exploration plan in order to do a correct diagnosis and a prognosis according to the evidence.

CE3 To be able to perform a neuropsychological exploration, adapted to the type of patient an according to the age and other relevant characteristics.

CE5 To be able to design, apply and evaluate integral plans of neuropsychological rehabilitation which are adapted to the characteristics of the patient.

Subject contents

Unit 1: Neuropsychological bases of the educative competences.

Unit 2: Neuropsychological approach of the disorders of the development.

Unit 3: Neuropsychological approach of the learning process.

Unit 4: Practical considerations of the evaluation, intervention and childhood rehabilitation.

Methodology

1. Master classes on-line.
2. Critical reading and alaysis of the documents.
3. Debate forums and discussions on-line.
4. Working on projects.
5. Oral/on-line presentations.
6. Case studies.
7. Individual work.
8. Practic training.

*During the exceptional situation lived due to the COVID pandemic, classes may be done virtually, if needed.

Development plan

The present subject will take place in a sequential way during a complete month. In this way, there will be 4 units that will take place along the 4 weeks. Each week there will be a new unit for the students with the corresponding material. Moreover, there will be a presential session which can take place during any of the 4 weeks. The exact days of the presential session will be published prior to the beginning of the subject.

Evaluation

Nº	Evaluation system	Weights
1	Participation in forums and virtual discussions	10%

2	Scientific documentation analysis	40%
3	Attendance in classes and its evaluation	10%
4	Tests	40%

Bibliography

Ekman, P. (1992). An argument for basic emotions. *Cognition & emotion*, 6(3-4), 169-200.

Goswami, U. (2006). *Neuroscience and education: from research to practice?*. *Nature reviews neuroscience*, 7(5), 406-413.

Goswami, U. (2004). *Neuroscience and education*. *British Journal of Educational Psychology*, 74(1), 1-14.

Hall, J. (2005). *Neuroscience and education: A review of the contribution of brain science to teaching and learning*. Scottish Council for Research in Education.

Immordino-Yang, M. H., & Damasio, A. (2008). *We Feel, Therefore we Learn!*. *The Jossey-Bass reader on the brain and learning*, 183-198.