

Academic Year/course: 2022/23

26568 - Language Disorders and Communication

Syllabus Information

Academic Year: 2022/23

Subject: 26568 - Language Disorders and Communication

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The main aims of the course are for students to know and analyse the different stages and components in the acquisition and development of language; to understand and study the different types of language and communication disorders and difficulties, as well as those processes that may be affected; to design observation/evaluation strategies that allow the identification of the most frequent types of difficulties and interpret the results obtained; to design and plan prevention/stimulation strategies and processes in the areas indicated; to carry out the intervention in collaboration with other teachers and professionals at the centre; to advise families and the children's social environment, to encourage their participation and collaboration in the treatment; and, finally, to analyse and interpret the quantitative and qualitative data from the different reports and work of other professionals.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement:

- Goal 3: Good Health and Well-being
- Goal 4: Quality Education
- Goal 5: Gender Equality
- Goal 10: Reduced Inequalities

Evaluation will be valued the allusion to these objectives in the different works, activities and exams.

1.2. Context and importance of this course in the degree

The subject "Language and communication disorders" is part of the specialisation in **Attention to Diversity** of the **Degree in Nursery School Education**. This subject is taught in the **first semester of the 4th year** of this degree together with other subjects of the same nature.

The last aim of the subject is to provide to the future graduate, with an indication of attention to diversity, the knowledge and the resources to deal with the difficulties and the disorders in the development of communication and language, early detection, early intervention and implementing programs that anticipate the emergence of these difficulties in children aged 3 to 6 in our sociocultural environment.

1.3. Recommendations to take this course

The subject "Language and communication disorders" aims to provide students with the foundations and skills that will enable them to understand, assess and intervene in the different language and communication pathologies in the school environment. It is an essential subject given that its objective is the treatment of children with these types of difficulties in the educational context.

2. Learning goals

2.1. Competences

Upon passing the subject, students will be more competent to: 1) Understand and apply knowledge of the different types of difficulties in the area of language and communication. 2) Know which processes are affected in language and communication disorders. 3) Design assessment strategies that enable these types of disorders to be identified, as well as being able to interpret the results obtained. 4) Design and plan intervention strategies and processes in the aforementioned areas, establishing objectives and stages, with the most effective and appropriate methods, techniques, and resources. 5) Design and carry out treatments in collaboration with other teachers and professionals at the centre, as well as the families and the social environment of children and young people, in order to encourage their participation and collaboration in the treatment.

General Competencies:

CG02 - Promote and facilitate early childhood learning, from a globalising and integrating perspective of the different cognitive, emotional, psychomotor, and volitional dimensions.

GC03 - Design and regulate learning spaces in contexts of diversity that address learners' unique educational needs, gender equality, equity, and respect for human rights.

CG06 - Know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct development. Deal effectively with language learning situations in multicultural and multilingual contexts. Express oneself orally and in writing correctly and master the use of different techniques of expression in the different areas of knowledge.

CG07 - Know the educational implications of information and communication technologies in early childhood.

CG10 - Understand the importance of the teacher's work in order to be able to act as a mediator and guide for parents in relation to family education in the 0-6 period, and master social skills in dealing and relating with each student's family and with families as a whole.

GC11 - Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it in students and teachers. Select the most appropriate educational resources for each situation.

Core Competences:

CB1 - Students have demonstrated possession and understanding of knowledge in an area of study which builds on the foundation of general secondary education, and is usually at a level which, while relying on advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students can gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific, or ethical issues.

CB4 - Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal Competences:

CT01 - Integrate the competences of the different subjects to guide the Final Degree Project and be able to apply knowledge to professional practice.

CT02 - Understand learning as a global, complex, and transcendent fact, designing and developing situations that cater for the diversity of students and involve them in their learning and work.

CT03 - Manage and self-regulate the progression of learning by adapting to new situations and interrelating knowledge to develop new ones.

CT04 - Work in a team being able to exercise different roles within the group.

CT05 - Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts.

CT06 - To develop the ability to communicate to teach in one's own language and in one or more other European languages.

CT07 - Face the duties and ethical dilemmas of the profession.

CT08 - Seek, manage, process, analyse and communicate information effectively, critically, and creatively.

CT09 - Understand and reflect on educational practice in rural environments.

CT10 - Develop, manage, process, and analyse processes related to research applied to education.

Specific Competences:

CE01 - Understand the educational and learning processes in the 0-6 period, in the family, social and school context.

SC02 - Know the developments in the developmental psychology of childhood in the 0-3 and 3-6 periods.

SC03 - Know the fundamentals of early care.

CE04 - Recognise the identity of the stage and its cognitive, psychomotor, communicative, social and affective characteristics.

CE07 - Identify learning difficulties, cognitive dysfunctions and those related to attention.

CE08 - Know how to inform other specialist professionals in order to approach the collaboration of the centre and the teacher in the attention to the special educational needs that arise.

- CE09 - Acquire resources to favour the educational integration of students with difficulties.
- CE10 - Create and maintain communication links with families to effectively influence the educational process.
- SC16 - Identify disorders in sleep, feeding, psychomotor development, attention and auditory and visual perception.
- SC17 - Collaborate with specialised professionals to solve these disorders.
- SC43 - Encourage speaking and writing skills.
- CE44 - Know and master oral and written expression techniques.
- CE66 - Know how to use ICT in the personal and educational spheres.

2.2. Learning goals

1. Knowing the development of language and communication, both normal and pathological in Infant Education
2. Knowing the theoretical basis and organization of problems related to the acquisition of communicative, speech, language and hearing skills.
3. Detecting, identifying and evaluating the disorders and the most common difficulties at a communicative and language level in the school environment, in children aged 0-6.
4. Knowing and being able to apply the most elementary strategies of intervention in the school environment, in communication, speech, language and hearing disorders.
5. Establishing collaborative and supportive relations with the families and with other professionals and institutions involved.

2.3. Importance of learning goals

Understanding the relevance of this specific training subject, within the specialisation in Attention to Diversity, is fundamental to situate the teacher's actions within it, with a view to attending to pupils with this type of disorder. Teacher training requires knowledge of the specific characteristics of this type of students and the differences they present in relation to the rest, to adequately identify the basic characteristics of the different disorders and to have sufficient knowledge of the factors that explain their appearance and evolution.

It also involves assessing this type of problem and learning about the different techniques, resources, and methodologies for carrying out the various types of treatment. Likewise, preparing this work in collaboration with other teachers and advising families, with a view to favouring the development of these children.

It is therefore a subject which is fundamental from the perspective of the competences to be developed at school, which, to a large extent, aim to develop, among other things, pupils' linguistic abilities.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The assessment of students will be summative, with a written test and practical activities that can be assessed during the teaching period. Given the large group context in which the teaching will be carried out, this assessment will take the form of individual and group marks.

Type of tests and their value on the final mark and evaluation criteria for each test:

- **Written test** (from 0 to 10) at the end of the semester/subject: represents 60% of the final grade. The test may contain: a) objective questions (true/false and/or multiple choice); b) short essay questions; c) essay questions. This final test includes the resolution of cases.
- **Evaluation of practical activities**: represents 40% of the final grade.

To pass the subject students will need to obtain a total of 5/10 in the written test and a 5/10 in the practical exercises of the course.

With regard to the practical activities assessment section, the student must hand in, in due time, the different documents related to each practical task proposed by the teaching staff (by e-mail, ADD, by hand or as agreed with the teaching staff). This may include:

- Reading on the subject indicated during the classes.
- Case studies, teamwork, etc.
- Practical examples of different types of difficulties.
- The observation and analysis of the communicative behaviour of a child from 0 to 6 years of age.
- A final project of prevention/stimulation with the intervention proposal, activities and resources. It can be done in a small group/individual.

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the suspension of the subject with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

Synthesis:

- Final theory test: 60%
- Assessable practical activities during the teaching period: 40%.

Global assessment test and second call

Students who, for whatever reason, have not been able to attend classes systematically or have not completed or carried out the evaluable activities carried out throughout the course, will be graded, in accordance with the evaluation regulations established by the University of Zaragoza, in a final test that will take place in the official calls. This test will consist of the same written test that all students will take, which will represent 60% of the grade, and 5-10 short development and/or essay questions referring to the practical part, which will make it possible to verify the achievement of competences like those acquired by the students who have followed the evaluation of the practicals in continuous attendance and which will represent 40% of the grade. A mark of 5/10 in both sections will be required to pass the course.

The second call will consist of the global assessment test. However, those students who in the 1st call carried out the summative evaluation, they will be able to maintain the qualifications of the practical activities in the 1st call (in the event that overall rating is equal to or greater than 5/10).

Fifth and sixth call

The 5th and 6th call students will be evaluated with the same evaluation system as the rest of the students. In any case, to develop the teaching of this subject and accredit the achievement of the competences of the same, the student can choose one of these two options:

- Continuing teaching in the group-class in which the student is enrolled, with the court being in charge of following the evaluation process.
- Carrying out the evaluation activities ordered by the court (global assessment test or activities assessable throughout the course and final test).

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

This subject is organised in such a way that large group activities are combined with smaller group activities. In the first case, the general contents of the subject will be presented in a global way by the teaching staff and will be worked on in greater depth in the group and small group work sessions. The course planning and calendar will be provided at the beginning of the course.

4.2. Learning tasks

The programme offered to the student to help him/her achieve the expected results comprises the following activities. The activities will be adjusted to the educational and organisational reality offered by the university at any given time. In principle, they are considered relevant:

- Reading, reflection, and discussion (which may be requested in writing) of the texts and articles on the subject indicated in class.
- Expository sessions of content supported by work with texts on each topic.
- Case studies, including a variety of formats (text, video, multimedia...) and other practical examples. Analysis of protocols and evaluation tests.
- Observation, recording and analysis of the communicative behaviour of a child from 0 to 6 years of age, based on a protocol provided in the course or to be carried out by the student.
- Creation and proposal of resources for a specific intervention or prevention, in one of the topics of the subject area.
- Written project on the disorders and public oral presentation. This is individual or small group work. Relevant information will be supplemented at the beginning of the course and will be guided in tutorials throughout the process.

4.3. Syllabus

The course will address the following topics:

1. Development of normal and pathological language.
2. Communication disorders.
3. Language and hearing disorders.
4. Speech and voice disorders.
5. Communication and language in students with other disorders and difficulties (motor disability, intellectual disability, ASD, etc.).

6. Stimulation and prevention programmes for communication and language disorders. Development of resources.
7. Relationship with families and socio-health institutions with children with communicative and language disorders.

4.4. Course planning and calendar

The calendar of face-to-face sessions and presentation of assignments is communicated through the Virtual Campus (ADD) and by means of a written document delivered by the teaching staff at the beginning of the course period. Likewise, the syllabus with the contents and recommended bibliography for the subject.

The course has a mixed development system, with activities that can be assessed throughout the course and a final exam on the official dates set by the centre. The activities and key dates will be communicated through the Virtual Campus (ADD) at the beginning of the course period or in the written document provided by the teaching staff (syllabus). The dates of final exams can be consulted on the website of the different faculties that teach the degree.