

63143 - Optimization of skills in child and youth development

Información del Plan Docente

Academic Year	2016/17
Academic center	107 - Facultad de Educación
Degree	573 - Master's in Lifelong Learning: Introduction to Research
ECTS	3.0
Course	1
Period	First semester
Subject Type	Optional
Module	---

1. Basic info

1.1. Recommendations to take this course

1.2. Activities and key dates for the course

2. Initiation

2.1. Learning outcomes that define the subject

1. Knowing how to evaluate the advantages and disadvantages presented by each methodology for a given project that centres on different types of development, typical and differential (risk factors and development disorders) by selecting the most suitable one for each case.
2. Knowing how to develop criteria to define relevant research objectives in different types of development.
3. Critically knowing and analysing relevant prevention, diagnosis and evaluation techniques to investigate different development types.
4. Being able to plan a research project about optimising different types of competences (cognitive, psychomotor, linguistic, etc.) in distinct development types and/or in various socio-educational contexts.

2.2. Introduction

Students will start investigating the development of children, adolescents and juveniles, and those who present both normal development and risk factors at birth (regardless of factors being biological: born premature, low birth weight, hypothyroidism, etc.; or psychosocial: abused, fostered children, marked cases of deprivation, etc.) and/or development disorders (impaired hearing, intellectual disability, autism spectrum disorder (ASD), specific language disorders (SLDs), attention deficit hyperactivity disorder (ADHD), etc.).

Research works into cognitive, psychomotor, linguistic, socio-emotional, etc., competences will be analysed, etc., in different development types and/or distinct socio-educational contexts; research works of the evaluation, diagnosis and intervention types conducted from the psycho-educational perspective (preventive, compensatory or optimiser types). Research works about the efficacy of the various psycho-educational interventions made will also be analysed.

The intention of professional competences is for students to be: 1) able to *observe, define and identify* the development requirements and problems that children, adolescents and juveniles can present; 2) capable of *analysing and interpreting* these requirements and problems; 3) capable of *designing and performing actions* to improve these people's development and their quality of life.

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3.Context and competences

3.1.Goals

3.2.Context and meaning of the subject in the degree

3.3.Competences

3.4.Importance of learning outcomes

4.Evaluation

5.Activities and resources

5.1.General methodological presentation

5.2.Learning activities

5.3.Program

5.4.Planning and scheduling

5.5.Bibliography and recommended resources