

26541 - Educational Answers to Special Needs

Syllabus Information

Academic Year: 2019/20

Subject: 26541 - Educational Answers to Special Needs

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 302 - Degree in Nursery School Education

301 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 4

Semester: 301 - First semester

301 - First semester

302 - First semester

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Subject Type: Optional

Module: ---

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

As this is a specialism subject, it starts with previously acquired didactic and organisational knowledge. More directly, it aims to closely examine the inclusive consideration developed in the Early Childhood Education School Subject (Year 3).

1.3.Recommendations to take this course

Students' follow-up and participation in activities are fundamental for them to acquire the subject contents.

2.Learning goals

2.1.Competences

Having passed this subject, students will be more competent to...

General Competences (GC)

Design and regulate learning spaces in diversity contexts that address gender equality and equity, and respect for human rights

Encourage co-existence inside and outside the classroom, and pacifically solve conflicts. Know how to systematically observe learning and co-existence contexts, and know how to reflect on them. Interpret educational practices according to reference theoretical frameworks, reflect on them and act accordingly.

Reflect about classroom practices to be able to innovate and improve teaching work. Acquire habits and skills for

autonomous cooperative learning and promote this with students and teachers. Select the most suitable education resources for each situation

Transversal Competences (TC)

Integrate competences of different subject matters to guide End of Degree Projects, and be able to apply knowledge to the professional practice

Understand learning as a global, complex and significant fact by designing, planning, organising and encouraging learning situations

Manage and self-regulate the progress made with learning by adapting it to new situations and by interrelating knowledge to prepare new knowledge

Bear in mind the singularity of different professional contexts

Engage students in their learning and work

Work in teams and be able to play different roles in groups

Participate in institutional management and in the relation with its social environment

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

Face the ethical duties and dilemmas of the profession

Organise one's own continuous training and encourage improving quality

Search, manage, process, analyse and communicate information efficiently, critically and creatively

Specific Competences (SC)

Understand educational and learning processes during the 0-6-year-old period in the family, social and school contexts

Know the pedagogic dimension of interacting with peers and adults, and how to promote participation in collective activities, cooperative work and individual effort

Identify learning difficulties, cognitive dysfunctions and attention difficulties

Know how to inform other specialised professionals to deal with the centre's and teacher's collaboration in working with any considered special education needs

Acquire resources to favour the educational integration of students with difficulties

Analyse and critically include the most relevant matters for today's society that affect family and school education: the socio-educational impact of audiovisual languages and screens; change in gender and intergenerational relations; multiculturalism and interculturality; discrimination, social inclusion and sustainable development

Collaborate with specialised professionals to solve these disorders

Detect affective, eating and welfare deficiencies that disturb students' suitable physical and psychic development

Know how to work as teams with other professionals inside and outside the centre on each student's attention, in planning teaching-learning sequences, and in organising work situations in class and in play areas by identifying the peculiarities of the 0-3-year-old and 3-6-year-old periods

Know and apply interaction and communication processes in class, and master the necessary social skills to encourage a climate that facilitates learning and coexistence

Relate theory and practice to the reality of both the classroom and the school

Participate in improvement proposals in the different areas of action that can be set up in a centre

Know ways to collaborate with different sectors of the education community and the social environment

Know how to use ICT in personal and educational areas

2.2.Learning goals

To pass this subject, students should obtain the following outcomes...

1. Analyse and identify students' special education needs
2. Design, plan and evaluate intervention and guidance proposals that favour the inclusion of students with different special needs
3. Suggest action proposals in collaboration with different professionals and in distinct student areas

2.3.Importance of learning goals

The learning outcomes considered in this subject are fundamental in the Attention to Diversity specialism context because students' professional future involves identifying needs, considering inclusive proposals, and acting in collaboration with families and other professionals.

3.Assessment (1st and 2nd call)

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

Students should demonstrate that they have achieved the foreseen learning outcomes by the following evaluation activities

1. Presenting a portfolio that includes the following documents:

- a) Report on the different performed practical activities. These activities will consist in analysing articles, videos and other materials related to the various subject contents
- b) Intervention proposals for students with special educational support needs that favour inclusion

Access to materials and guidelines about what students must do in each activity shall be shown on the Moodle platform.

2. Written exam.

By an agreement reached by the Department's Board on 06/06/14, at least 50% of the written exam shall be the same for all groups in the same centre.

Evaluation criteria

For the Written Exam

- Level of knowledge, capacity to analyse, relate and distinguish concepts. Suitable and accurate use of technical vocabulary
- Capacity to properly use language: expression, spelling, etc.

For the Portfolio

- FAIL. When proposals are unsuitable for the contemplated situation. When mistakes appear in formal aspects (spelling mistakes, mistaken citations, etc.). When foundations are insufficient or inadequate
- PASS. When proposals are suitable, rightly correspond to the situation and are coherent
- EXAM B PASS. Apart from components being coherent. the best development of each one will be considered.

Students must reflect in-depth an ample justification with finished readings. This is a profounder theoretical-practical analysis

Marking criteria and requirements to pass the subject

To pass this subject, both the written exam and all the documents in the portfolio must have a pass mark.

Written exam: the obtained mark shall make up 50% of the final mark

Portfolio: the obtained mark shall make up 50% of the final mark

Overall test and second call

All the students, regardless of their circumstances, should deliver the portfolio with the report of the practical activities, and do the written exam to learn the subject. The aforementioned outcomes, criteria and evaluation requirements shall apply to all students.

If any student in the first call only passes either the portfolio or the written exam, this result can be maintained for the second call. Thus to pass the subject in the second call, students shall have to perform only the activity that they did not pass in the first call.

Fifth and sixth calls

The students of the fifth and sixth calls must be aware that their evaluation shall be made before a Board of Examiners, and that cannot be renounced. Nonetheless, students can opt in advance to do the test with the other students in the group and then place it inside an envelope to hand it in to the Board of Examiners (Art. 23 of the Agreement of 22 December 2010, of the Governing Board, by which the Regulation on Evaluation Norms for Learning of the Universidad de Zaragoza was passed).

In either case, the same evaluation criteria and requirements shall apply, which shall be specified as ordinary and general for the subject.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process designed for this subject is based on the following:

The teaching-learning process is based on teachers' explanations and student participation, starting with making searches, readings, analysing different types of documents and situations, and information exchange.

4.2. Learning tasks

The syllabus offered to students to help them achieve the foreseen outcomes comprises the following activities:

- EXAM A PASS. When the design and its justification provide feasible creative proposals to respond to students' special needs
- Analysing readings
- Debates about basic articles and intervention proposals
- Watching videos (documentaries, experiences, educational concepts, etc.)
- Reviewing and analysing different cases
- Devising feasible intervention proposals for students with special needs
- Presenting intervention proposals

Visits that involve travelling might be considered

4.3. Syllabus

1. Educational responses to students with special educational support needs as they present special education needs
- 2: Educational responses to students with special educational support needs as they have high capacities
- 3: Educational responses to students with special educational support needs as they have ADHD
- 4: Educational responses to students with special educational support needs as they entered the education system late

4.4.Course planning and calendar

Students shall receive the dates of the face-to-face sessions and when works are delivered when the subject starts.

While learning this subject, the following activities will be performed:

- Supplementary readings to the explanations given in class
- Searching for information and documents
- Case study
- Devising proposals to respond to different students' special needs

4.5.Bibliography and recommended resources