



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1172004 **Name:** Didactics and educational innovation

**Credits:** 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:**

**Module:** Optatives

**Subject Matter:** Educational processes and contexts **Type:** Elective

**Field of knowledge:** Pedagogy

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Optatives

Subject Matter	ECTS	Subject	ECTS	Year/semester
Audiology	18,00	Audiological assessment	6,00	This elective is not offered in the academic year 23/24
		Introduction to Audiology	6,00	This elective is not offered in the academic year 23/24
		Medical Audiology	6,00	This elective is not offered in the academic year 23/24
Neuropsychology	18,00	-Biology of human behavior	6,00	This elective is not offered in the academic year 23/24
		Clinical Neuropsychology	6,00	This elective is not offered in the academic year 23/24
		Psychogerontology	6,00	This elective is not offered in the academic year 23/24
Clinical Linguistics	18,00	Acoustic Phonetics	6,00	This elective is not offered in the academic year 23/24
		Bilingualism and speech and language therapy	6,00	This elective is not offered in the academic year 23/24



Clinical Linguistics		Methods of language analysis applied to speech and language therapy	6,00	
Work techniques	18,00	Documentation in health sciences	6,00	This elective is not offered in the academic year 23/24
		Methodologies of professional skills for communication I	6,00	
		Methodologies of professional skills for communication II	6,00	
Educational processes and contexts	18,00	Design and assessment of educational action plans	6,00	This elective is not offered in the academic year 23/24
		Didactics and educational innovation	6,00	This elective is not offered in the academic year 23/24
		Educational fundamentals and school organisation	6,00	This elective is not offered in the academic year 23/24
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	This elective is not offered in the academic year 23/24
Sign Language	18,00	Communication systems for the deafblind	6,00	This elective is not offered in the academic year 23/24
		Spanish Sign Language I	6,00	0/1



Sign Language		Spanish Sign Language II	6,00	This elective is not offered in the academic year 23/24
		Spanish Sign Language III	6,00	This elective is not offered in the academic year 23/24
Psychology	18,00	Clinical psychopathology and of health in children and adolescents	6,00	
		Psychopathology in adults	6,00	
		Psychopathology in children and adolescents	6,00	

## Recommended knowledge

None

## Prerequisites

El itinerario de optatividad del Grado en Logopedia por la UCV es de 18 ECTS. El alumno podrá elegir tres de estas cuatro asignaturas, si opta por el itinerario completo, o por cualquiera de ellas si combina asignaturas de varios itinerarios.

Las horas asignadas a las actividades formativas presenciales y de trabajo autónomo se calculan, por lo tanto, a partir de 18 ECTS.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Identifies disciplinary problems and solves them through the development of different intervention plans
- R2 The student relates different teaching styles to classroom management
- R3 The student designs different teaching strategies according to the diversity of the student body
- R4 The student knows how to apply the most appropriate specific intervention methodologies and techniques in each teaching-learning situation
- R5 The student knows the procedure, in accordance with the regulations in force, for requesting guidance teams to identify and specify the specific educational support needs, the most appropriate form of schooling in each case and the authorisation to adopt extraordinary measures
- R6 The student has criteria to make appropriate decisions in the design and implementation of educational response measures according to the regulations in force
- R7 The student identifies the functions and competences of the different professionals involved in the education of children with specific educational support needs from a collaborative perspective



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis			X	
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems	X			
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction			X	
CG5	Make decisions and being responsible for them		X		
SPECIFIC		Weighting			
		1	2	3	4
CE4	Understand and integrate the educational foundations of speech therapy: teaching and learning processes		X		
CE5	Understand and integrate the methodological foundations for research in Speech Therapy		X		
CE6	To understand the fundamentals of the evaluation and diagnostic process.		X		
CE7	To know and apply evaluation models, techniques and instruments			X	
CE11	Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions		X		
CE14	Understand the functions of speech therapy intervention: prevention, education, retraining, rehabilitation and treatment		X		



CE23	Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language				X
CE25	Understand the organization of educational, health and social institutions				X
CE30	Knowing the performance and settings where practice is developed			X	
CE31	Acquire or develop personal resources for intervention: social and communication skills, professional skills, and evaluation of their performance; observing techniques, dynamic techniques or those related to decision making			X	
CE32	Using information technology and communication			X	
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects	X			

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		X		
CT2	Critically evaluate own job performance and that of other professionals to improve results			X	
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field			X	
CT4	Gain a commitment to ethics and deontology in their professional field		X		
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations			X	
CT6	Adapt to new situations arising in their profession			X	
CT7	Having an open and flexible attitude to lifelong learning				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	50,00%	Written exam
R3, R4, R5, R6	40,00%	Practical work assignments assessment
R1, R3, R5, R7	10,00%	Attendance and participation of in-person formative activities

### Observations

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5.

**Note 1.** If there is no such communication it's understood he/she accepts the evaluation criteria established by the Department for the on-campus modality and subsequent amendments will not be accepted unless good cause.

**Note 2.** In order to sum up percentages is essential to pass, in both modalities, each and every one of the assessment tools. Failure to follow the rules and deadlines for the completion of academic activities invalidate the note.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class
- M3 Seminar





M4	Laboratory
M5	Individual Work
M6	Group Work
M7	Work Exhibition
M8	Clinical Case Analysis
M9	Prácticas en clínicas y centros



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1, M2, M4, M5, M6	R1, R2, R3, R4, R5, R6, R7	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2, M8	R3, R4, R6	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6, M7	R2, R3, R4, R7	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R3, R4	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M1, M2, M8	R1, R2, R6	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1, M2, M8	R1, R2, R3, R4, R5, R6, R7	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6, M7, M8, M9	R1, R2, R3, R4, R5, R6, R7	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M4, M5, M7, M8	R1, R2, R3, R4, R5, R6, R7	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1	Didactics: Didactics concept Relationship of Didactics with Sciences of the Education. Components of the didactic act
2	The curriculum: Conceptual framework Current curricular conception Sources, levels and elements. Current curricular legislation
3	The innovation: What is to innovate? The methodology as a means to enable innovation. Learning-centered methodologies
4	Didactic programming: Didactic programming Types of Programming Unit Components of the Teaching Unit



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1	8,00	16,00
2	8,00	16,00
3	7,00	14,00
4	7,00	14,00



## References

### BASIC BIBLIOGRAPHY:

- ALBERT GÓMEZ, M<sup>a</sup>.J. (2006) La investigación Educativa. Claves Teóricas. Editorial McGraw-Hill. Madrid
- ANTÚNEZ, S. (2001), Del proyecto educativo a la programación de aula. Graó. Barcelona
- BLANCHAR, M. y MUZAS, M.D. (2007). Propuestas metodológicas para profesores reflexivos. Cómo trabajar con la diversidad del aula. Ed. Narcea
- CHAPELA, C. (2008). Didáctica General. Ed. McGraw-Hill/Interamericana de España, S.A.U
- DE LA HERRAN, PAREDES LABRA (COORDS.) (2008) Didáctica General. La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria. Madrid: McGraw Hill..
- GATHER, M. (2004). Innovar en el seno de la institución escolar. Ed. Graó
- JIMÉNEZ RODRIGUEZ, M.A. (Coord.) (2019). Programar al revés. El Diseño Curricular desde lo aprendizajes. Madrid: Narcea
- JIMÉNEZ RODRIGUEZ, M.A. (Coord.) (2019). El diseño de Unidades Didácticas hoy. L alineación del currículo al servicio de los aprendizajes. Valencia: Tirant Humanidades
- PERRENOUD, P. (2004). Diez nuevas competencias para enseñar. Ed. Graó

### RECOMENDED BIBLIOGRAPHY:

- AGUADED, J.I. (2002). Educar en red. Internet como recurso para la educación. Ediciones Aljibe.
- ALVES, R. (1996). La alegría de enseñar. Ed. Octaedro.
- ANTÚNEZ, S. ET ALT. (2000) Disciplina y convivencia en la institución escolar. Graó. Barcelona.
- BERNARDO CARRASCO, L. (2004) Una didáctica para hoy. Como enseñar mejor. Rialp. Madrid.
- CAMPS. A. (2001). El aula como espacio de investigación y reflexión. Ed. Graó.
- CARRASCO, J.B. (2009). Una didáctica para hoy. Cómo enseñar mejor. Ed. Rialp. Madrid.
- DEL CARMEN, L., CODINA, M., GINÉ, N., MENOYO, M.P., PARCERISA, A., QUINQUER, GIMENO, J. y colaboradores (2008). Educar por competencias. ¿Qué hay de nuevo?. Ed. Morata.
- MEDINA REVILLA, A Y SALVADOR MATA, F. (2002) Didáctica General. Pearson. Madrid
- PAYÁ, A. (2008). Aprender jugando. Ed. Universidad de Valencia.
- RIBÉ I GUITART, J. I colaboradores, (2005). Aprender autónomamente. Ed. Graó.
- ZUFIAURRE, B. & GABARI, M.I., (2000). Didáctica para maestras. Madrid:CCS



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: