



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410302 **Name:** Specific Learning Difficulties

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Learning and personality development

Subject Matter: Learning difficulties and developmental disorders **Type:** Compulsory

Department: Inclusive Education and Socio-Community Development

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Learning and personality development

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational processes, learning and personality development	18,00	Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	2/1
		Psychology of Language Development	6,00	1/2
Learning difficulties and developmental disorders	18,00	Care of Students with Specific Needs of Educational Support	6,00	3/1
		Specific Learning Difficulties	6,00	3/2
		Specific Needs of Educational Support	6,00	2/2

Recommended knowledge

None



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 The student identifies the characteristics of students with specific educational support needs in the different stages of their life cycle.
- R2 The student knows how to apply the most appropriate methodologies and specific intervention techniques in each teaching-learning situation.
- R3 The student manages the organizational aspects of the classroom to adequately attend the unique needs of the students.
- R4 The student solves practical cases, individually and in groups, related to the contents of the subject.
- R5 The student identifies specific materials and knows how to analyze and adapt didactic materials and resources according to the singularity of each student.
- R6 The student detects and knows how to prevent possible undiagnosed specific educational support needs.
- R7 The student analyzes the variables that intervene in the socio-affective development of the student with specific educational support needs, in order to be able to orient families and work closely with them, together with other agents involved.
- R8 The student knows the characteristics of students with specific educational support needs in the different stages of their life cycle.
- R9 The student detects and knows how to prevent possible undiagnosed specific educational support needs.
- R10 The student has criteria to make adequate decisions in the design and implementation of curricular adaptations and intervention programs.
- R11 The student solves practical cases, individually and in groups, related to the contents of the subject.
- R12 The student acquires a specific vocabulary of the subject.
- R13 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.
- R14 The student assumes the need for continuous professional development through self-evaluation of his/her own teaching practice and consultation of different sources and specialized databases.



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):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.			X	
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.				X
GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.			X	
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.			X	
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X



G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.				X
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.	X			
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.				X
G7	To know the educational implications of information and communication technologies and, in particular, of television in early childhood.	X			
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.			X	
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			X	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.				X

SPECIFIC		Weighting			
		1	2	3	4
E1	To understand the learning and educational processes during childhood in the family, social and school environments.			X	



E2	To know the developments of the developmental psychology of childhood in the periods 0-3 and 3-6.			X
E3	To know the evolutionary particularities during childhood.			X
E4	To recognize the identity of the stage and its cognitive, communicative, social, affective and psychomotor characteristics, as a fundamental basis for the development of school skills and learning.			X
E5	To know the main evolutionary aspects of this period, in order to detect developmental difficulties and educational needs.			X
E6	Knowing how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play.			X
E7	To know the psychological and educational dimension of interaction with peers and adults and to know how to promote participation in collective activities, cooperative work and individual effort.			X
E8	To know the evolution of language in early childhood and its relationship with cognitive development and school learning, and to attend to its correct evolution.			X
E9	To know how to identify possible linguistic dysfunctions in order to collaborate effectively with other professionals for their adequate educational treatment.			X
E10	To know the fundamentals of early care, as well as the bases that allow understanding the psychological processes of learning and personality construction in early childhood.			X
E11	To know the bases that allow understanding the psychological processes of school learning in early childhood as mediators and facilitators of later learning, as well as the role they play in the construction of personality during that period.			X
E79	To identify learning difficulties, cognitive dysfunctions and those related to attention.			X
E80	To know how to inform other specialist professionals to address the collaboration of the center and the teacher in the attention to the special educational needs that arise.			X
E81	To acquire resources to favor the educational integration of students with difficulties.			X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R4, R5, R7, R8, R11, R12, R14	40,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R2, R3, R4, R5, R7	20,00%	Oral presentation of group and individual work.
R2, R4, R5, R6, R7, R11, R12	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R6, R11, R12	30,00%	Non-final written exams: individual or group directed work.

Observations

The final written test/exam will consist of: The final written test (40%) consists of two parts: a) a section of 20 multiple-choice multiple-choice questions marked using the formula: $\text{Score} = \text{Correct Answers} - \text{Errors} / (N-1)$ (30%) b) a section of short questions on solving a practical case study (10%) The projects and development work will consist of: • Non-final written tests: 30% of the course grade. • Oral presentation of individual or group work and follow-up: 30% of the course grade.

Assessed learning outcomes: R1, R2, R7, R8, R9. **Single assessment:**

Exceptionally, students who cannot take the continuous assessment system due to not attending at least 60% of classes may opt for this assessment system. In this case, the assessment will be as follows: • A final written exam will follow the same format described above and will account for 75% of the course grade. It consists of two parts:

a) a section of 20 multiple-choice multiple-choice questions marked using the formula: $\text{Score} = \text{Correct Answers} - \text{Errors} / (N-1)$ (65%) b) a section of short questions on the resolution of a practical case (10%) •

Individual work on cases (follow-up and oral presentation): 25%

Assessed learning outcomes: R1, R2, R7, R8, R9.

Use of Artificial Intelligence:

The use of AI is permitted for:

Study support (generating alternative explanations, concept maps, or self-assessment exercises) Receiving feedback on the clarity or coherence of one's own text.



The use of AI is not permitted for:

Completing assessable tasks, unless required in a specific activity and instructed by the instructor.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it was used, which AI tool was used, and for what purpose.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

- | | |
|----|---------------------------|
| M1 | PARTICIPATIVE MASTERCLASS |
| M2 | CLASSROOM PRACTICES |
| M3 | CASE STUDIES |
| M4 | APPRENTICESHIP CONTRACTS |
| M7 | GROUP TUTORING |
| M8 | INDIVIDUAL TUTORING |
| M9 | PROJECT-BASED LEARNING |



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R3, R5, R6	18,00	0,72
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2	R2, R4, R5, R7, R8	13,66	0,55
Supervised monographic sessions with shared participation M3	R4	10,00	0,40
Presentation in plenary. Application of interdisciplinary knowledge M3	R12	6,84	0,27
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M1	R5, R12	6,84	0,27
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1	R4, R8, R13, R14	4,66	0,19
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1	R2, R4, R6, R7	36,66	1,47
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1	R2, R6, R12, R14	53,34	2,13
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Dificultades específicas de aprendizaje	<ol style="list-style-type: none">1. Learning difficulties: conceptualization, detection and intervention.2. Legislative framework of learning difficulties in Early Childhood Education.3. Personal and social characteristics of students with AD. Analysis of comorbidity in AD.4. Early stimulation.5. Learning disabilities in reading: pre-reading skills. Metalinguistic skills in reading. Reading comprehension. Previous skills.6. Learning difficulties in writing.7. Learning difficulties in mathematics.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Dificultades específicas de aprendizaje	30,00	60,00



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