



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412011 **Name:** Developmental and educational aspects of students with hearing impairments

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Mention in Specific Educational Needs and Attention to Diversity

Subject Matter: Specific Educational Needs and Attention to the Diversity **Type:** Elective

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

Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specific Educational Needs and Attention to the Diversity	42,00	Design and assessment of programmes and plans of socio-educational action	6,00	This elective is not offered in the academic year 25/26
		Developmental and educational aspects of students with hearing impairments	6,00	4/2
		Developmental and educational aspects of students with visual impairments and motor impairments	6,00	4/2
		Educational intervention for problems of social maladjustment	6,00	This elective is not offered in the academic year 25/26
		Educational intervention in specific learning difficulties	6,00	3/1
		Educational intervention in students with intellectual disabilities and on the autism spectrum	6,00	3/2
		Pathology and intervention in specific disorders of language development	6,00	4/2



Recommended knowledge

It is recommended to have studied the subjects of specific educational support needs and attention to specific educational support needs.

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 knows how to apply the most appropriate methodologies and specific intervention techniques in each teaching-learning situation.
- R2 The student identifies the functions and competencies of the different professionals involved in the education of children with specific educational support needs from a collaborative perspective.
- R3 The student knows the contents to be taught, understanding their epistemological singularity and the specificity of the didactics of hearing-impaired students.
- R4 The student will develop the ability to design and develop educational projects and programming units to adapt the curriculum to the needs of the hearing impaired.
- R5 The student knows how to use technological aids and technical resources that facilitate access to information and communication for hearing-impaired learners resources that facilitate access to information and communication for hearing-impaired. communication for students with hearing impairments.



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
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
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
EPT1	To know the characteristics of students with developmental and sensory disorders and learning difficulties, and to understand the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of students with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT2	To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics in students with specific needs.				X
EPT3	Respect for the personal and cultural differences of students with specific needs and other members of the educational community.				X
EPT4	Ability to critically analyze the conceptions of education derived from scientific research.			X	



EPT5	Ability to design and develop educational projects and programming units that allow adapting the curriculum to the context of the specific needs and socio-cultural contexts of the students.			X
EPT6	Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.		X	
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the student.			X
EPT8	Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and transversal knowledge in an integrated manner, appropriate to the learning characteristics of the student.		X	
EPT9	Ability to prepare, select and construct didactic materials and apply them in the specific frameworks of the different disciplines.		X	
EPT10	To know how to adequately use technological aids in teaching-learning activities, as well as technical resources that facilitate access to information and communication.		X	
EPT11	Ability to promote the quality and adequacy of educational contexts (classroom and center), so as to ensure the well-being and accessibility of students.			X
EPT12	Ability to carry out educational support activities within the framework of inclusive education.			X
EPT13	Ability to perform the tutorial function, guiding students and parents, and coordinating the educational action related to their group of students.		X	
EPT14	Ability to participate in research projects related to teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.			X
EPT15	To know how to develop the relationship and communication skills of students with specific needs with their peer group and the adults in their environment.			X
EPT16	Development of emotional control skills in the different circumstances of professional performance.			X
EPT17	Ability to encourage students with specific needs to participate in the construction of rules of coexistence..			X



EPT18 To know the general principles of speech therapy intervention in the school environment as well as its different functions: prevention, education, re-education, rehabilitation and treatment.			X
EPT19 To know how to face and cooperatively solve problematic situations and interpersonal conflicts of various kinds.			X
EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of students with specific needs.			X
EPT21 To raise the commitment to optimize the academic performance of students with specific needs, as well as their school progress within the framework of a comprehensive education.			X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	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.
R4	25,00%	Oral presentation of group and individual work.
R3, R4, R5	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2	25,00%	Non-final written exams: individual or group directed work.

Observations

Note 1. The final written test will be conducted as follows:

40 multiple-choice questions with 3 answer options, applying the n-1 criterion. A practical case study.

Note 2. The awarding of an honours degree will be based on obtaining a 9 and provided that the result obtained is the result of excellent academic achievement combined with effort and interest in the subject.



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:

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|-----|------------------------------------|
| M1 | PARTICIPATIVE MASTERCLASS |
| M2 | CLASSROOM PRACTICES |
| M3 | CASE STUDIES |
| M5 | WORK AT SEMINARS |
| M6 | PROBLEM-BASED LEARNING |
| M7 | GROUP TUTORING |
| M8 | INDIVIDUAL TUTORING |
| M9 | PROJECT-BASED LEARNING |
| M10 | COOPERATIVE AND COLLABORATIVE WORK |



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, M2	R2, R3, R4, R5	27,00	1,08
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, M7, M8	R2, R3, R4, R5	11,00	0,44
Supervised monographic sessions with shared participation M3, M6	R2, R3, R4, R5	6,50	0,26
Presentation in plenary. Application of interdisciplinary knowledge M2, M5, M6, M10	R1, R4, R5	5,00	0,20
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. M5, M7, M10	R2, R3, R4, R5	8,00	0,32
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M3, M8, M10	R2, R3, R4, R5	2,50	0,10
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. M2, M5	R1	36,00	1,44
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. M2, M6	R1, R2, R3, R4, R5	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Concepts of Hearing Loss and Deafness	Legislation, models, key concepts, history of deafness pedagogy.
2. Physical and Biological Aspects	Definition of deafness. Classification. Physiology and anatomy of hearing. Phonating system; anatomical and functional basis. Etiology of deafness. <ul style="list-style-type: none">- Characteristics of sound. Perception forms.- Hearing ability of humans. Measurement of hearing.- Hearing and speaking.
3. Psychological, Linguistic and Social Aspects of Hearing Impairment.	Cognitive development. Communicative and linguistic development. Social development
4. Intervention Methodologies.	<ul style="list-style-type: none">· Oral methods. Hearing stimulation. Cued Speech. Verbotonal. Bimodal.· Gesture methods: sign language.· Mixed methods: bilingualism.
4. Hearing Prosthesis.	<ul style="list-style-type: none">· Hearing-aid.· Cochlear implant device.· Others Implants.
6. Educational Attention of Students With Hearing Impairment.	Schooling of deaf children. Language exploration of deaf children. Reading acquisition. Curricular adaptations and psychological guidelines of educational interaction in a context of inclusive education
7. Family Involvement in the Process of Education.	Communication and coordination between family, doctors and teachers.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Concepts of Hearing Loss and Deafness	2,00	4,00
2. Physical and Biological Aspects	4,00	8,00
3. Psychological, Linguistic and Social Aspects of Hearing Impairment.	5,00	10,00
4. Intervention Methodologies.	8,00	16,00
4. Hearing Prosthesis.	3,00	6,00
6. Educational Attention of Students With Hearing Impairment.	6,00	12,00
7. Family Involvement in the Process of Education.	2,00	4,00



References

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- Kaipa, R., & Danser, M. L. (2016). Efficacy of auditory-verbal therapy in children with hearing impairment: A systematic review from 1993 to 2015. *International journal of pediatric otorhinolaryngology*, 86, 124-134.
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- Fernández Román, I., López Huguet, L., & Guillamón Gimeno, M. (2019). Communication strategies in therapeutic interaction in elderly users in circumstances of deafness.
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