



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161203 **Name:** Specific Needs of Educational Support

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Learning and development of the personality

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Learning and development of the personality

Subject Matter	ECTS	Subject	ECTS	Year/semester
Psychology	24,00	Care of Students with Needs of Educational Support	6,00	2/2
		Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	1/2
		Specific Needs of Educational Support	6,00	2/1

Recommended knowledge

No prerequisites



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 the characteristics of students with specific educational support needs at different stages of their life cycle.
- R2 The student can identify and adapt specific didactic materials and resources and apply intervention methodologies and techniques.
- R3 The student detects possible undiagnosed specific educational support needs.
- R4 The student manages the organizational aspects of the classroom to adequately address the unique needs of students.
- R5 The student acquires specific vocabulary of the subject.
- R6 The student identifies the functions and competencies of 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	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.	X			
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		X		
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			X	
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.		X		
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.		X		



SPECIFIC		Weighting			
		1	2	3	4
CE1	Understand learning processes related to the 6-12 age group in the family, social, and school context.			X	
CE2	Know the characteristics of these students, as well as the features of their motivational and social contexts.			X	
CE5	Identify and plan the resolution of educational situations affecting students with different abilities and learning rhythms.				X
CE8	Know the historical evolution of the educational system in our country and the political and legislative determinants of educational activity.	X			
CE10	Address and resolve discipline problems.		X		
CE68	Work collaboratively with the family.		X		
CE69	Identify behavior problems in students.		X		
CE70	Master the necessary knowledge to understand the personality development of these students and identify dysfunctions.				X
CE71	Detect learning difficulties, inform, and collaborate in their educational treatment.				X
CE72	Acquire and apply psychological and educational resources to facilitate the integration of students with difficulties.				X
CE73	Understand the repercussions that cognitive, physical, and sensory difficulties can have during the school age.		X		
CE74	Understand the repercussions that cognitive, physical, and sensory difficulties can have during the school age.				X
CE75	Understand the repercussions that cognitive exceptionalities have on development to design an effective educational response.				X
CE76	Know resources and strategies to inform, advise, and collaborate with families in addressing specific educational needs that students may present.				X
CE81	Identify learning difficulties, report them and collaborate in their treatment.			X	



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R5	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
	0,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5, R6	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5, R6	20,00%	Projects. Development and/or design works.

Observations

Criteria for the awarding of Honors: after obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement combined with an effort and interest in the subject.

The written tests are broken down as follows:

15% Objective test

25% Short questions

Additional information:

In order to add up the percentages it is essential, in both modalities, to pass each and every one of the evaluation instruments. Failure to comply with the rules and deadlines established for the completion of the academic activities will invalidate the grade,

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
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R1, R2, R3, R4, R5, R6	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5, R6	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R5	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4, R5, R6	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5, R6	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6	25,00%	Projects. Development and/or design works.

Observations

Criteria for the awarding of Honors: after obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement combined with an effort and interest in the subject.

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15% Objective test

25% Short questions

Additional information:

In order to add up the percentages it is essential, in both modalities, to pass each and every one of the evaluation instruments. Failure to comply with the rules and deadlines established for the completion of the academic activities will invalidate the grade,

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



Learning activities

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

M1	Participatory Master Class
M2	Case Study
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M4, M5	R1, R2, R5, R6	3,75	0,15
Theoretical Class M1, M2	R1, R2, R3, R4, R5, R6	31,25	1,25
Practical Class M2, M4, M5	R1, R2, R3, R4, R5, R6	12,50	0,50
Seminar M1, M2, M4, M5	R1, R2, R4, R5, R6	6,25	0,25
Tutoring M4, M5	R1, R2, R3, R4, R5, R6	3,75	0,15
Evaluation M1, M2, M4, M5	R1, R2, R3, R4, R5, R6	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M4, M5	R1, R2, R3, R4, R5, R6	30,00	1,20
Individual work M2, M4, M5	R1, R2, R3, R4, R5, R6	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12, M16, M18	R1, R2, R3, R4, R5, R6	31,25	1,25
Practical class (e-learning mode) M11, M12, M16	R1, R2, R3, R4, R5	3,75	0,15
Seminar (e-learning mode) M13, M16, M18	R1, R2, R3, R4, R5, R6	6,25	0,25
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5, R6	16,25	0,65
Evaluation (e-learning mode) M11, M12, M13, M16, M18, M19, M20	R1, R2, R3, R4, R5, R6	2,50	0,10
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M16, M19	R1, R2, R3, R4, R5, R6	60,00	2,40
Group Work (e-learning mode) M16, M18, M20	R1, R2, R3, R4, R5, R6	3,75	0,15
Discussion Forums (e-learning mode) M11, M12, M13, M16, M18	R5	3,75	0,15
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R3, R4, R5, R6	22,50	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Specific educational support needs	Psychological bases and specific educational response to learning difficulties derived from developmental disorders, intellectual, sensory, physical/motor disabilities, language development difficulties, specific difficulties in learning to read, write, calculate and solve problems, attention deficit and hyperactivity disorder, high capacities, socio-cultural deprivation, behavioral problems and educational compensation needs.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Specific educational support needs	30,00	60,00



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