



---

---

**EVOLUTIONARY AND EDUCATIONAL  
ASPECTS OF THE STUDENT BODY  
WITH HEARING DEFICIENCIES**  
*(Bachelor's degree in  
Pedagogy)*

**Universidad Católica de Valencia**

---

---

**Year 2020/2021**



## TEACHING GUIDE OF THE MATTER AND/OR SUBJECT

			ECTS
Subject: <b>EVOLUTIONARY AND EDUCATIONAL ASPECTS OF THE STUDENT BODY WITH AUDITORY DEFICIENCIES</b>			<b>6</b>
Matter: <b>SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY</b>			
Module: <b>SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY</b>			<b>30</b>
Type of Course (1): <b>ELECTIVE</b>	Year: <b>4th</b>	Semester: <b>2nd</b>	
Teaching staff:  <b>CARMEN GÓMEZ MENDICUTI</b>	Department:  <b>GENERAL DIDACTICS, THEORY OF EDUCATION AND TECHNOLOGICAL INNOVATION</b>		
	E-mail: <b>carmen.gomez@ucv.es</b>		

### ORGANISATION OF THE MODULE

<b>SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY</b>			<b>30 ECTS</b>	
<b>Duration and temporal location within the curriculum</b>				
<b>Matters and Subjects</b>				
Matter	ECTS	SUBJECT	ECTS	Year / Semester
<b>SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY</b>		<b>Educational intervention in specific learning difficulties</b>	<b>6</b>	<b>3rd / 2nd</b>
		<b>Educational intervention in student body with mental delay</b>	<b>6</b>	<b>3rd / 2nd</b>
		<b>Evolutionary and educational aspects of the student body with hearing deficiencies</b>	<b>6</b>	<b>4th / 2nd</b>
		<b>Evolutionary and educational aspects of the student body with visual deficiencies</b>	<b>6</b>	<b>4th / 2nd</b>



	<b>Evolutionary and educational aspects of the student body with motor deficiencies</b>	<b>6</b>	<b>4th / 2nd</b>
--	-----------------------------------------------------------------------------------------	----------	------------------

<sup>1</sup> Basic education (common matter), Compulsory, Elective, Practicum, Bachelor's Thesis.



**TEACHING GUIDE SUBJECT:  
EVOLUTIONARY AND EDUCATIONAL ASPECTS OF THE STUDENT BODY WITH HEARING DEFICIENCIES**

**Prerequisites:** THERE ARE NO PREREQUISITES

**GENERAL GOALS**

<b>CROSS-SECTIONAL SKILLS</b>	Importance of the skill			
	1	2	3	4
1.- To acquire the ability to analyse and synthesise information			x	
5.- To use the ICTs in the domain of study and professional context				x
6.- To manage information, particularly that of the pedagogical domain				x
7.- To solve problems and make decisions			x	
9.- To have the ability to integrate themselves and communicate with experts in other areas and in different contexts			x	
10.- To recognise and respect diversity and multiculturality			x	
20.- To take on the project of life-long learning as a personal, professional and social necessity				x

<b>SPECIFIC SKILLS</b>	Importance of the skill			
	1	2	3	4
7.- To know the principles and foundations of attention to diversity in education and make educational decisions in agreement with the individual differences				x
11.- To design, to develop and to evaluate programs of educational intervention adapted to the differential characteristics of subjects and situations, in the different educational domains				x
16.- To know the teaching-learning process of the language, its teaching.				x
20.- To know ways to collaborate with the different sectors of the educational community and the social surroundings.				x

<b>LEARNING OUTCOMES</b>	<b>SKILLS</b>
9. The student defines the different problems - visual, motor, auditory and intellectual that a student can have	T1, T6, T10, T20. E7
11. The student designs different types of intervention based on the problem the student has	T1, T5, T6, T7, T10, E7 E11, E20
12. The student suitably uses the instruments of diagnosis and detection of problems	T1, T5, T6, T7, T10, E7,



13. The student adapts the academic curriculum of his/her students based on the disability	T1, T6, T7, T9, T10, E7, E16, E20
--------------------------------------------------------------------------------------------	-----------------------------------

<b>EDUCATIONAL ACTIVITIES OF CLASSROOM WORK</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation with skills of the module</b>	<b>ECTS</b>
PARTICIPATIVE MASTER CLASSES	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	T-1, T- 20, E-7	1.08
PRACTICAL CLASSES	Sessions of group work supervised by the professor. Study of cases, diagnostic analyses, problems, field work, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and student activity	T-9, T-10, E-11	0.44
SEMINARS	Supervised monographic sessions with shared participation	T-7 E-16, E-20	0.26
GROUP PRESENTATION OF PAPERS	Application of interdisciplinary knowledge	T-7, T-10, E-20	0.20
SUPERVISION	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, paper writing, etc.	T-7, T-10 E-20	0.32
ASSESSMENT	Set of tests oral and/or written used in the initial, formative or additive assessment of the student.	ALL	0.10
Total			2.40



<b>EDUCATIONAL ACTIVITIES OF STUDENT INDEPENDENT WORK (BLENDED)</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation with the Skills of the Module</b>	<b>ECTS</b>
THEORETICAL ASYNCHRONOUS VIRTUAL SESSIONS	Through previous planning the professor distributes a detailed guide with the order of study of the materials that he/she activates in the virtual classroom: documents, video-lessons created by the professor at UCV, external links and/or additional bibliography.	T-5, E-7, E-16	0.30
VIRTUAL SUPERVISING	Individual attention for the follow-up and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, paper writing.	ALL	0.30
GROUP WORK	Group preparation of readings, essays, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical classes and/or small group sessions. Work carried out on the platform or other virtual spaces.	ALL	0.80
DISCUSSION FORUMS	Active participation in discussion forums referred to the subject matter moderated by the professor of the subject.	T-20, E-7, E-20	0.60
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews,..., to be submitted at different times throughout the course.	ALL	0.50
INDEPENDENT WORK	Study carried out by the student: Individual preparation of readings, essays, resolution of problems, seminars, papers, reports, etc., to present or to submit in the theoretical lectures, practical classes and/or individual or small groups. Work carried out on the platform or other virtual spaces.	T-7 T-20  E-11	1.10



Total	3.60
-------	------



<b>ASSESSMENT OF THE ACQUISITION OF THE SKILLS AND MARKING SYSTEM</b>	
<b>Assessment tool</b>	<b>Allocated percentage</b>
Written tests	40%
Solution of practical cases	5%
Oral presentation of group and individual papers	20%
Follow-up of student work in the non-face-to-face sessions	25%
Active participation in the theoretical-practical sessions, seminars and supervised sessions.	10%

**CRITERIA FOR THE CONCESSION OF A PASS WITH HONOURS DISTINCTION:**

*To specify concrete criteria for the subject and faculty to which the degree is ascribed and in agreement with the general norm indicating that only a pass with honours can be granted to every 20 students. It cannot be granted to a fraction of 20 excluding the case of groups with fewer than 20 students altogether, in which case only one pass with honours can be granted.*





## BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT

### **Evolutionary and Educational aspects of the Student body with Auditory Deficiencies**

Aetiology and types of auditory deficiencies. Repercussions in the development of language and communication. Early intervention. Strategies of educational intervention and intervention methodologies Augmentative and alternative systems. Educational response to the student with auditory deficiencies.

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in Teaching Guides.	Indicate, numerically, the related skills)
<b>Auditory deficiency.</b> Concept, legal framework, models, key concepts, historical evolution and principles of intervention.	ALL
<b>Physical and biological aspects of auditory deficiency.</b> Definition classification. Physiology of hearing and the phonatory system. Aetiology of auditory deficiency. 2.1. Sound: manners of perception. 2.2. Auditory capacity of humans. Measurement of hearing. 2.3. Hearing and speech.	T1, T6,T9, E11, E 16
<b>Linguistic, mental, social development of the student body with auditory deficiency.</b>	ALL
<b>Methodological approaches</b> 4.1. Oral methods. Auditory stimulation. Cued speech. Verbotonal method. Bimodal. 4.2. Sign methods: SL 4.3. Mixed methods: Bilingualism.	T10, T 20, E11
<b>Technical assistance.</b> Cochlear implants. Headsets. Others.	T7, T9, T10, E7, E11
<b>Attention to SENs in the student body with auditory deficiency.</b> Detection and determination of needs, schooling, the curriculum and access adaptations, personal resources.	ALL
<b>Family and social aspects.</b> Family and social impact and main lines of intervention. Psycho-social relations in the classroom, evaluation and intervention on the psycho-social plane. Ways of grouping and cooperative learning.	ALL



<b>TEMPORAL ORGANISATION OF LEARNING (First-enrolment students)</b>		
	<b>CONTENT BLOCK / DIDACTIC UNIT</b>	<b>Nº OF SESSIONS</b>
1	Auditory deficiency	1
2	Physiological aspects of the auditory deficiency	1
3	Linguistic, mental, social development of the student body with auditory deficiency	3
4	Methodological approaches	5
5	Technical aids	2
6	Attention to SENs of the student body with auditory deficiency	2
7	Family and social aspects	1

<b>BIBLIOGRAPHY</b>
---------------------

- Bueno Bustos, B. (2011). *La deficiencia auditiva*. Adeo Ediciones
- Cecilia Tejedor, A. (2014). *La educación Especial de los alumnos con Deficiencias Auditivas*. Madrid: CEPE
- Claustre, M., Cardona, C., Palmes, C. y Sadurni, N. (2010). *Alumnado con pérdida auditiva*. Barcelona: Graó.
- Escribano Gonzalez, A. (2013). *Inclusión Educativa y profesorado inclusivo*. Madrid. NARCEA.
- Fiapas (1995). *Presente y futuro del deficiente auditivo. Ponencias de los seminarios*. Austria: FIAPAS.
- Fiapas (2004). *Manual básico de formación especializada sobre discapacidad auditiva*. Madrid: Fiapas.
- Gallardo, J. y Gallego, J. (1993). *Manual de logopedia escolar*. Málaga: Aljibe.
- Lledó, A. (2007). *La discapacidad auditiva: un modelo de educación inclusiva*. Barcelona: Edebé.
- M.E.C. (1995). *Intervención en lengua oral para alumnos con deficiencia auditiva. Sugerencias desde el currículo de educación infantil*. Madrid: M.E.C.
- Marchesi, A. (1987). *El desarrollo cognitivo y lingüístico de los niños sordos*. Madrid: Alianza.
- Monfort, I. y Juarez, A. (2006). *La práctica de la Comunicación bimodal: de los signos a la palabra*. Madrid: ENTHA Ediciones.
- Monfort, M. (2001). *Algo que decir*. Madrid: Entha.
- Puyuelo, M. (2001). *Intervención del lenguaje*. Barcelona: Masson.
- Rodríguez, A. (2006). *Atención educativa al alumnado con deficiencia auditiva*. Granada: Grupo Editorial Universitario.
- Rodríguez, A. (2009). *Deficiencia auditiva: desarrollo psicoevolutivo y respuesta educativa*. Madrid: EOS.



## **Addendum to the Course Guide of the Subject**

### **(Degree)**

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

Blackboard Collaborate Ultra



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 onsite activities described in this section of the Course Guide**, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams

Blackboard Collaborate Ultra



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:**

**ONLINE 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.