



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290301 **Name:** Learning Difficulties

Credits: 6,00 **ECTS** **Year:** 3 **Semester:** 1/2

Module: EVOLUTIONARY AND EDUCATIONAL PSYCHOLOGY

Subject Matter: PSYCHOLOGY OF EDUCATION **Type:** Compulsory

Department: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1123P	Hugo Miguel Figueiredo De M Perez Ferraz (Profesor responsable)	hm.figueiredo@ucv.es
293A	<u>Nuria Jesus Senent Capuz</u> (Responsible Lecturer)	nuria.senent@ucv.es
293B	<u>Nuria Jesus Senent Capuz</u> (Responsible Lecturer)	nuria.senent@ucv.es
293C	Hugo Miguel Figueiredo De M Perez Ferraz (Profesor responsable)	hm.figueiredo@ucv.es
CAOL	Hugo Miguel Figueiredo De M Perez Ferraz (Profesor responsable)	hm.figueiredo@ucv.es
CAPJ	<u>Nuria Jesus Senent Capuz</u> (Responsible Lecturer)	nuria.senent@ucv.es



Module organization

EVOLUTIONARY AND EDUCATIONAL PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
LIFE CYCLE PSYCHOLOGY	12,00	Developmental Psychology I	6,00	1/1
		Developmental Psychology II	6,00	1/2
PSYCHOLOGY OF EDUCATION	12,00	Learning Difficulties	6,00	3/2
		Psychology of Education	6,00	2/2
EDUCATION	6,00	Theories of Education	6,00	1/2

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 Searching bibliographic information to elaborate the different contents proposed by the module.
- R2 Working in teams and efficiently collaborating with other people.
- R3 Applying the theoretical contents to the psychoeducational intervention and evaluation practice.
- R4 Elaborating psycho-pedagogical reports.
- R5 Describing the symptomatology and the differential criteria of the learning difficulties in the infantile-juvenile population.
- R6 Explaining the use of the main psychometric tests for the evaluation and development of intervention plans for learning difficulties.
- R7 Elaborating scholarly studies and presenting their contents individually and in groups.
- R8 Using an adequate and subject-specific written terminology.



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):

SPECIFIC	Weighting			
	1	2	3	4
CE5 Identifying differences, problems and needs.			x	
CE6 Diagnosing following professional principles.				x
CE7 Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.		x		
CE11 Analyzing the context in which personal behaviors, group and organizational processes take place.				x
CE26 Writing oral and written reports.				x
CE27 Knowing and adapting to the psychology code of ethics.			x	
CE28 To know the functions, characteristics and limitations of the different theoretical models of Psychology.		x		
CE29 To know the basic laws of the different psychological processes.		x		
CE30 To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.			x	
TRANSVERSAL		Weighting		
		1	2	3
CT1 Capacity to analyze and synthesize.			x	
CT3 Mastering Spanish oral and written communication.				x
CT7 Problem solving.				x



CT8	Decision making.	x
CT9	Capacity to work in team.	x
CT13	Understanding multicultural and diverse environment.	x
CT14	Critical capacity.	x
CT18	Capacity to produce new ideas (creativity).	x
CT32	Sensitivity to personal, environmental and institutional injustices.	x
CT33	Showing concern for the development of individuals, communities and people.	x





Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3, R5, R6	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5, R6, R7	20,00%	Presentation of practical activities.
R7, R8	10,00%	Oral presentation of assignments.
R1, R2, R3, R4, R6, R8	10,00%	Group assignments.

Observations

Note 1. It will be necessary to pass each of the evaluation blocks (rating from 5 based on 10) to be able to average all of them. If one of the blocks is suspended, the subject will be suspended.

Note 2. There are two types of assessment: ordinary (40% minimum attendance) and only (alternative). The only assessment is an exceptional assessment for those students who, for justified reasons, cannot meet the minimum attendance criteria. The student must request this option in writing to the subject instructor. Communicating this situation does not imply a change in the assessment. Acceptance of the single assessment must be approved and communicated in writing by the instructor. If such communication is not received, it will be understood that the ordinary assessment criteria established in the teaching guide have been accepted, and subsequent modifications will not be accepted.

Note 5. The partial grades achieved will be valid for one academic year, being necessary to obtain new grades in successive calls or subsequent academic years.

Note 6. Failure to comply with the rules and deadlines established for carrying out academic activities will invalidate the grade.

Note 7. The criteria for granting Honor Certificates are subject to demonstrating levels of excellence in all competencies and learning outcomes.

Note 8. Regarding the use of artificial intelligence, the following citation and attribution criteria must be taken into consideration:

- Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or an appendix).
- The name of the tool, the purpose of its use, and the part of the work in which it was used must be indicated.
- Responsible use of AI will be assessed as part of the criteria for originality and academic



honesty.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R3, R4, R5, R6, R7, R8	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1, R2, R3, R4, R5, R6, R7, R8	25,00%	Attendance and participation in synchronic communication activities.

Observations

Note 1. It will be necessary to pass each of the evaluation blocks (rating from 5 based on 10) to be able to average all of them. If one of the blocks is suspended, the subject will be suspended.

Note 2. Failure to comply with the rules and deadlines established for the completion of academic activities will invalidate the grade.

Note 3. Partial grades achieved will be valid for one academic year; new grades must be obtained in subsequent examination sessions or subsequent academic years.

Note 4. The criteria for awarding Honor Rolls are subject to demonstrating levels of excellence in all competencies and learning outcomes.

Note 5. Regarding the use of artificial intelligence, the following citation and attribution criteria must be taken into consideration:

- Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or an appendix).
- The name of the tool, the purpose of its use, and the part of the work in which it was used must be indicated.
- Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.



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 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 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presentential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presentential modality).
- M4 Application of interdisciplinary knowledge.
- M5 Activities developed in spaces with specialized equipment.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities . Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

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	R1, R5, R6, R7, R8	32,00	1,28
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, M5	R2, R3, R4, R5, R6, R8	16,00	0,64
SEMINAR Supervised monographic sessions with shared participation. M5	R3	4,00	0,16
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. M6	R3, R5, R6, R7	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5, R6, R7, R8	4,00	0,16
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK	R1, R3, R4, R5, R7, R8	30,00	1,20
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 M8			
INDEPENDENT WORK	R1, R3, R4, R5, R6, R7, R8	60,00	2,40
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. M9			
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R3, R4, R5, R6	30,00	1,20
Virtual practical session (distance learning) M12	R1, R2, R3, R4, R5, R6, R7, R8	10,00	0,40
Seminar and virtual videoconference (distance learning) M13	R3	4,00	0,16
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5, R6, R7, R8	2,00	0,08
Individual tutoring sessions (distance learning) M16	R3, R4, R5, R6	8,00	0,32
Discussion forums (distance learning) M18	R2, R8	2,00	0,08
Continuous assessment activities (distance learning) M17, M19	R2, R3, R4, R5, R6, R7, R8	4,00	0,16
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M16	R1, R2, R3, R4, R5, R6, R7, R8	30,00	1,20
Teamwork (distance learning) M12	R2, R3, R4, R5, R6, R7, R8	60,00	2,40
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Didactic Unit I	Introduction. Learning disabilities
Didactic Unit II	Reading learning disabilities.
Didactic Unit III	Writing learning disabilities.
Didactic Unit IV	Learning disabilities in mathematics .
Didactic Unit V	Child with emotional characteristics learning disabilities

Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit I	4,00	8,00
Didactic Unit II	11,00	22,00
Didactic Unit III	8,00	16,00
Didactic Unit IV	4,00	8,00
Didactic Unit V	3,00	6,00



References

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