



## Information about the subject

**Degree:** University Master's Degree in Inclusive Education

**Faculty:** Teaching and Educational Sciences

**Code:** 1630014

**Name:** Alternative communication systems. Sign language and Braille.

**Credits:** 3    **ECTS**

**Semester:** 2

**Subject Matter:** Resources for Inclusive Education

**Type:** Obligatory

**Department:** Inclusive Education, Social-Community Development and Occupational Sciences.

**Type of learning:** Hybrid

**Language(s) in which it is taught:** spanish

**Lecturer/-s**

Name and surname:

Email:



## Module organization

### BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Resources for Inclusive Education	9	Alternative communication systems. Sign language and Braille.	3	2
		Inclusive Education Resource Guide	3	2
		Inclusive Education in the World	3	2



## Recommended Knowledge

No prerequisites, except those established by the general regulations for access to official master's degree courses (general and specific for the master's degree itself).

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	The student knows about different alternative communication systems and their possible application.
R4	The student knows about the Braille System and different methods for its use.



## Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
G1	To be able to use new technological applications of information and communication applied to inclusive education contexts.				X

Code	Specific	Weighting			
		1	2	3	4
E12	To know and select the most suitable communication systems and technical helps, and to assess their efficiency in collaboration with other professionals.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R4	10%	Solution case study: Braille
R1	30%	Fieldwork + Oral presentation of group work
R1	40%	Individual monitoring of virtual work
R1,R4	20%	Assistance and active participation

**Mention of Distinction:** Criteria for the awarding of Honours Grades: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honours Grade' may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of 'Matrícula de Honor' may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one 'Matrícula de Honor' may be awarded.

**Observations:** In the work and assessment template of the subject, the procedures, reference materials and deadlines established will be detailed and will be presented by the subject coordinator in the first-class session.

**NOTE: 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:**

- Performing assessable tasks, unless required in a specific activity and indicated by the teacher.

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

## 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	PRACTICAL CLASSES
M3	ON-SITE EVALUATION
M4	ASYNCHRONOUS VIRTUAL SESSIONS
M5	VIRTUAL TUTORING
M6	CONTINUOUS ASSESSMENT
M7	AUTONOMOUS WORK



## In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
PARTICIPATORY MASTER CLASS	R1, R4	Presentation of content by the teacher, analysis of teacher's presentation, analysis of skills, explanation and demonstration of skills, skills and knowledge in the classroom classroom, requiring feedback and student participation. participation of the students.	0.4
PRACTICAL CLASSES	R1, R4	Group work sessions supervised by the teacher, case studies. Meaningful construction of knowledge through student interaction and activity. and activity of the student	0.12
ON-SITE EVALUATION	R1, R4	Set of oral and/or written tests, presentation and defence of work, used in the initial assessment, formative or additive assessment of the student	0.08
Total			0.6



## On-line learning

SYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
VIRTUAL TUTORING	R1, R4	Personalised attention to the student in a virtual way, individually, using the University's of the University <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a> . Period of instruction and/or guidance provided by a teacher with the aim of reviewing and materials and topics, assisting in the and topics covered, assisting in the completion of continuous assessment activities, etc. activities, etc.	0.08
Total			0.08



ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
ASYNCHRONOUS VIRTUAL SESSIONS	R1	Presentation of content by the teacher, analysis of teacher's presentation, analysis of skills, explanation and demonstration of skills, skills and knowledge in the virtual classroom, which require feedback and student participation at different times. students at different times.	0.16
CONTINUOUS ASSESSMENT	R1, R4	Commentaries, summaries, book reviews, critical analysis and critical analysis and elaboration of texts, glossaries, webquests, tests, etc. that are designed to be carried out individually or in teams, in order to assess the acquisition of the learning outcomes of the different subjects and different subjects and subjects, using the e-learning platform <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a>	0.36
Total			0.52



## Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
AUTONOMOUS WORK	R1, R4	Student study: individual and/or group individual and/or group preparation of readings, essays, concept maps, problem solving, papers, reports, etc. to be presented or to be presented or handed in during face-to-face classes, in the face-to-face assessment and/or in face-to-face small group face-to-face tutorials, and may also use the the platform of the University platform <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a>	1.8
Total			1.8

## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Block 1	Introduction to the Augmentative / alternative systems of Communication. Classification. Methods of use and learning
Block 2	Braille Code System
Block 3	Sign Language workshop
Block 4	Augmentative communication and disability: systems, users and forms of access



## Temporary organization of learning

BLOCK OF CONTENT/DIACATIC UNIT	Number of sessions	Hours
Introduction to the Augmentative / alternative systems of Communication. Classification. Methods of use and learning	1	2
Braille Code System	1	2
Sign Language workshop	2	4
Augmentative communication and disability: systems, users and forms of access	2	4

## References

Alberti, M. (2010). *Alumnado con discapacidad visual*. Barcelona: Graó.

Arnaiz, P. (2003). *Educación Inclusiva: Una escuela para todos*. Málaga: Aljibe.

Basil, C. & Boix, J. (2010). Sistemas aumentativos y alternativos de comunicación. En Durante, P.; Pedro, P. *Terapia ocupacional en geriatría. Principios y práctica*. (pp. 363-370). Barcelona: Masson.

Basil, C. & Rosell, C. (2006). Recursos y Sistemas Alternativos/Aumentativos de Comunicación. En Gallego, J.L. (Coord.) *Enciclopedia temática de logopedia* (pp. 441-465). Málaga: Ediciones Aljibe.

Basil, C., Soro, E. & Rosell, C., (1998). *Sistemas de signos y ayudas técnicas para la comunicación aumentativa y la escritura: principios teóricos y aplicaciones*. Barcelona: Masson.

Baumgart, D.; Johnson, J. & Helmstemer, E. (1996). *Sistemas alternativos de comunicación para personas con discapacidad*. Madrid: Alianza Editorial.

CNSE (2001). *Lola y su familia. Guía para Padres y Madres de Niños Sordos*. Madrid: CNSE.

Chapa Baixauli, C. (2001). *La variación del registro en lengua de signos española*. Valencia: Fundación Fesord C.V.

Díaz Carcelén, M.L. (2003). *Las voces del silencio. Una comunicación sin límites*. Murcia: Consejería de Educación, Ciencia e Investigación.

Espejo, B. (1993) *El Braille en la escuela*. Madrid: ONCE. Colección Guías.



FESORD (2000). *La voz de Pedro. Descubramos cosas sobre las Personas Sordas*. Valencia: Fundación Fesord C.V.

Gallardo, J.R. & Gallego, J.L. (2003). *Manual de logopedia escolar: Un enfoque práctico*. Málaga: Aljibe.

Minguet, A. (2000). *Rasgos sociológicos y culturales de las Personas Sordas*. Valencia: Fesord.

Monfort, M., Juárez, A. & Monfort, I. (2010). *La Comunicación Bimodal. Del Signo a la Palabra*. Madrid: Entha.

Olivares, R.M., Esteva, M.J., Gómez, M. & Redondo, J. (2015). *Sistemas aumentativos y alternativos de comunicación*. Barcelona: Altamar.

Rosell, C., Soro-Camats, E. & Basil, C. (2010). *Alumnado con discapacidad motriz*. Barcelona: Graó

Schaeffer, B.; Raphael, A. & Kollinzas, G. (2005). *Habla signada para alumnos no verbales*. Madrid: Alianza Editorial.

Torres Monreal, S. (2001). *Sistemas alternativos de comunicación. Manual de Comunicación Aumentativa y Alternativa: Sistemas y estrategias*. Málaga: Aljibe.

Vives, J. (2010). *Intervención terapéutica asistida con caballos y autismo*. Valencia: Fundación Divina Pastora

Warrick, A. (2002) *Comunicación sin habla. Comunicación aumentativa y alternativa alrededor del mundo*. Madrid: CEAPAT