

## 26512 - Preventing Learning Difficulties

### Información del Plan Docente

<b>Academic Year</b>	2017/18
<b>Faculty / School</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	302 - Degree in Nursery School Education 301 - Degree in Nursery School Education 303 - Degree in Nursery School Education
<b>ECTS</b>	6.0
<b>Year</b>	2
<b>Semester</b>	First semester
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

### **1.General information**

#### **1.1.Introduction**

The course is taught in the first term period of the second year, and it is an obligatory subject.

Prevention should cover four fundamental cores:

1. To start from the development of the child and be aware of their needs (emotional, linguistic, cognitive...)
2. To know the characteristics of basic educational skills (reading, writing, the concept of numbers,...) and the processes that lie behind this learning.
3. To adapt methodologies, conditions of learning, evaluation systems...
4. To contribute to the relationship between family and school.

Considering these cores is fundamental both to prevent difficulties in learning and to promote a good relationship between the child and the school.

#### **1.2.Recommendations to take this course**

#### **1.3.Context and importance of this course in the degree**

#### **1.4.Activities and key dates**

### **2.Learning goals**

#### **2.1.Learning goals**

The student:

1. Knows the psychological processes involved in learning, knows what the basic techniques involve and is capable of

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designing actions to prevent some of the difficulties that could arise.

2. Is aware of the importance of the different components of motor development and of oral language in learning.
3. Builds a model of what reading and writing involves, which serves to evaluate methodological strategies of beginning to write.
4. Relates the characteristics of cognitive development to the characteristics of logical and mathematical thought.
5. Understands how the success or the failure in learning can affect the variables of motivation, expectations and attributions.
6. Is aware of the importance of contexts: social, family, school and classroom.

### **2.2.Importance of learning goals**

### **3.Aims of the course and competences**

#### **3.1.Aims of the course**

#### **3.2.Competences**

### **4.Assessment (1st and 2nd call)**

#### **4.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

### **5.Methodology, learning tasks, syllabus and resources**

#### **5.1.Methodological overview**

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favors the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practical activities, practice sessions, autonomous work, tutorials, and academic guidance.

Further information regarding the course will be provided on the first day of class.

#### **5.2.Learning tasks**

The course includes 6 ECTS organized according to:

- Lectures (3 ECTS): 30 hours.
- Practice sessions (2 ECTS): 20 hours.
- Autonomous work ( ECTS): 87 hours.
- Tutorials (1 ECTS): 10 hours.
- Assessment (0,3 ECTS): 3 hours.

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Lectures: the professor presents theoretical contents.

Practice sessions: they can involve discussion and presentation of case studies, practical work outside the classroom (field work or visits), and seminars.

Autonomous work: students do tasks such as autonomous study, reading of the course book, preparation of practice sessions and seminars, and summative assignments.

Tutorials: professors' office hours can be used to solve doubts and to follow-up students' work.

Assessment: final examination

### 5.3.Syllabus

The course will address the following topics:

1. The process of teaching-learning in Infant Education:

1.1. Optimization of the development of the basic psychological processes involved in learning. Contexts of development and attention to diversity.

1.2. Prevention of difficulties and optimization of the development of predicted skills of success in learning.

2. Prevention of learning difficulties associated with motor development and the development of oral language.

3. Prevention of learning difficulties in reading and writing.

4. Prevention of learning difficulties in mathematical and logical thinking skills.

5. Relation between the variables of social-personal development and the success or failure of learning in Infant Education.

### 5.4.Course planning and calendar

For further details concerning the timetable, classroom and further information regarding this course please refer to the Facultad de Educación de Zaragoza website (<http://educacion.unizar.es/>); the Facultad de Ciencias Humanas y Sociales de Teruel website (<https://fcsh.unizar.es/>) and the Facultad de Ciencias Humanas y de la Educación de Huesca (<https://magister.unizar.es/>).

### 5.5.Bibliography and recommended resources

[BB: Basic Bibliography / BC: Complementary Bibliography]

**BB**

Aprender a escribir y leer / coordinadora,  
Antonia Herrer Pérez . Zaragoza :  
Diputación General de Aragón, Consejería  
de Educación y Ciencia, D.L. 2001

**BB**

Bruner, J. Acción, pensamiento y lenguaje

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- Canals, Maria Antà&sup1;&Dagger;ia.. Vivir las matemáticas / Maria Antà&sup1;&Dagger;ia Canals. [Libro electrónico]. 4a. edición. Barcelona : Ediciones Octaedro : Associació de Mestres Rosa Sensat, 2014.
- BB** Construir, jugar y compartir : Un enfoque constructivista de las matemáticas en Educación infantil / Blanca Aguilar Liébana ... [et al.] . 1ª ed. Jaén : Enfoques educativos, 2010
- BB** Jiménez, J.E. Conciencia fonológica y aprendizaje de la lectura: Teoría, evaluación e intervención / J.E. Jiménez, M.R. Ortiz. Madrid : Síntesis, 2008
- BB** Justo Martínez, Eduardo. Desarrollo psicomotor en educación infantil : bases para la intervención en psicomotricidad / Eduardo Justo Martínez . Almería : Universidad de Almería, Servicio de Publicaciones, 2000
- BB** Nemirovsky, Myriam. Sobre la enseñanza del lenguaje escrito y temas aledaños / Myriam Nemirovsky . 1ª ed., reimp. Barcelona : Paidós, 2004
- BB** Palou Vicens, Sílvia. Sentir y crecer : el crecimiento emocional en la infancia : propuestas educativas / Sílvia Palou Vicens . 1ª ed. Barcelona : Graó, 2004
- BB** Ripoll Salceda, Juan Cruz.. Enseñar a leer : cómo hacer lectores competentes / Juan C. Ripoll Salceda, Gerardo Aguado Alonso. . Madrid : EOS, D.L. 2015.
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- BC** Berdonneau, Catherine. Matemáticas activas (2-6 años) / Catherine Berdonneau . 1ª ed. Barcelona : Graó, 2008
- BC** Fernández Bravo, José Antonio. Desarrollo del pensamiento lógico y matemático : el concepto de número y otros conceptos / José Antonio Fernández Bravo . 1ª ed. Madrid : Grupo Mayéuca-Educación, 2008
- BC** Filliozat, I.. El mundo emocional del niño / I. Filliozat Barcelona : Oniro, 2001
- BC** Millá, M.G. (2006). Atención temprana de las dificultades de aprendizaje. Revista de neurología, 42. [Publicación periódica] [Acceso a texto completo]
- BC** Molina García, Santiago. Cómo prevenir

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- las dificultades en el aprendizaje de la lectura : guía didáctica para la escuela infantil / Santiago Molina García . Archidona, Málaga : Aljibe, D. L. 2000
- BC** Prevención de las dificultades de aprendizaje / María José González Valenzuela, coordinadora. [Libro electrónico]. Madrid : Larousse - Ediciones Pirámide, [2012]
- BC** Puig, Irene de. Jugar a pensar : Recursos para aprender a pensar en educación infantil (4-5 años) / Irene de Puig y Angélica Sátiro . 4a. ed. Barcelona : Octaedro ; Vic : Eumo, D.L. 2009
- BC** Ramos,J.L. y Cuadrado, I. (2003). Influencia casual del conocimiento fonológico en el aprendizaje inicial de la lectoescritura. *Psicología educativa : revista de los psicólogos de la educación*, 9(2), 113-126. [Publicación periódica] [Accesible a texto completo. Ver URL]
- BC** Rondal, Jean Adolphe. Comprender el lenguaje y optimizar su desarrollo / Jean Adolphe Rondal . Madrid : EOS, D. L. 2014
- BC** Vygotsky, Lev Semenovich. Pensamiento y lenguaje / Lev Vygotsky ; nueva edición a cargo de Alex Kozulin ; [traducción de Pedro Tosaus Abadía] . 1ª ed. , 3a. reimp. Barcelona [etc] : Paidós, D. L. 2010

### URLs:

Ramos,J.L. y Cuadrado, I. (2003). Influencia casual del conocimiento fonológico en el aprendizaje inicial de la lectoescritura. *Psicología educativa : revista de los psicólogos de la educación*, 9(2), 113-126.  
[<http://www.copmadrid.org/web/articulos/6200392>]