

63143 - Optimization of skills in child and youth development

Información del Plan Docente

Academic Year	2018/19
Subject	63143 - Optimization of skills in child and youth development
Faculty / School	107 - Facultad de Educación
Degree	330 - Complementos de formación Máster/Doctorado 573 - Master's in Lifelong Learning: Introduction to Research
ECTS	3.0
Year	1
Semester	Half-yearly
Subject Type	Optional, ENG/Complementos de Formación
Module	---

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

1. Knowing how to evaluate the advantages and disadvantages presented by each methodology for a given project that centres on different types of development, typical and differential (risk factors and development disorders) by selecting the most suitable one for each case.
2. Knowing how to develop criteria to define relevant research objectives in different types of development.
3. Critically knowing and analysing relevant prevention, diagnosis and evaluation techniques to investigate different development types.
4. Being able to plan a research project about optimising different types of competences (cognitive, psychomotor, linguistic, etc.) in distinct development types and/or in various socio-educational contexts.

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on:

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- Lectures.
- Review and analysis of research reports and materials.
- Elaboration of assignments / essays.
- Group discussion.

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

4.2.Learning tasks

The course includes the following learning tasks:

Activities	Hours	% Attendance
Lectures	6	100
Problem and case solving	18	50
Assignments / essays	18	0
Class presentations	2	100
Autonomous work and Complementary readings	31	0

4.3.Syllabus

The course will address the following topics:

Topic 1. Current perspectives and new advances on the research fields of:

- Optimization of cognitive, psychomotor and linguistic competences in different developmental courses and / or in different socio-educational contexts.

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- Typical development in childhood and adolescence.
- Risk factors in development: biological and psychosocial risk.
- Developmental Disorders: hearing impairment, intellectual disability, autism spectrum disorder (ASD), Specific language impairment, attention deficit hyperactivity disorder (ADHD) ...

Topic 2. Assessment of psycho-pedagogical intervention programs in the different developmental courses: typical and differential development (risk factors and developmental disorders).

4.4. Course planning and calendar

For further details concerning the timetable, classroom, dates and places of exams and further information regarding this course please refer to the "Facultad de Educación" website <http://educacion.unizar.es/>

For those students who do not pass the continuous assessment, dates and places of the final exams are available on the following webpage:

http://educacion.unizar.es/inf_academica_Master_aprendizaje.html

This course has a Moodle (virtual platform) course. Students can access this course with their academic account and password.

<https://moodle.unizar.es/>

4.5. Bibliography and recommended resources

Bibliography can be consulted in:

<http://psfunizar7.unizar.es/br13/egAsignaturas.php?id=10877>

[BB: Basic Bibliography / CB: Complementary Bibliography]

* [BB] Adams, G. R., & Berzonsky, M. D. (Eds.). (2004). Blackwell handbook of adolescence. Oxford : Blackwell.

* [BB] Aguado, Gerardo. Trastorno específico del lenguaje : retraso de lenguaje y disfasia / Gerardo Aguado .

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* [BB] Bremner, J. G., & Wachs, T. D. (Eds). (2014). The Wiley-Blackwell handbook of infant development. Vol. I y II.

Chichester : Wiley-Blackwell.

* [BB] Domínguez Gutiérrez, Ana Belén. La educación de los alumnos sordos hoy : perspectivas y respuestas

educativas / Ana Belén Domínguez Gutiérrez, Pilar Alonso Baixeras . [1ª ed.] Archidona [Málaga] : Aljibe, D. L. 2004

* [BB] Empson, J. M., Nabuzoka, D., Hamilton, D., & Houndmills, B. H. (2004). Atypical child development in context.

New York : Palgrave Macmillan.

* [BB] Goswami, U. (Ed.). (2013). The Wiley-Blackwell handbook of childhood cognitive development. Chichester :

Wiley-Blackwell.

* [BB] McCartney, K., & Phillips, D. (Eds.). (2007). Blackwell handbook of early childhood development. Malden :

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* [BB] Rivière, Ángel. Obras escogidas. Vol. 2, Lenguaje, simbolización y alteraciones del desarrollo / Angel Rivière ;

compilación de Mercedes Belinchón ... [et al.]. [1ª ed.] Madrid [etc.] : Editorial Médica-Panamericana, D. L. 2002

* [BB] Síndrome de Down, comunicación, lenguaje, habla / directores, Jon F. Miller, Mark Leddy, Lewis A. Leavitt .

Barcelona : Masson, D.L. 2000

* [BB] Trastorno específico del lenguaje (TEL) / coordinadora, Elvira Mendoza Lara ; [autoras, María Luisa Arnedo

Montoro (et al.)]. Madrid : Pirámide, cop. 2001

* [CB] Domínguez, A.B., Rodríguez, P. y Alonso, P. (2011). Cómo facilitar el aprendizaje de la lectura de niños

sordos. Importancia de las habilidades fonológicas. Revista de educación, 356, 353-375. [Publicación periódica]

[Acceso a texto completo]

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- * [CB] Mahoney, G., y Perales, F. (2012). El papel de los padres de niños con síndrome de Down y otras discapacidades en la atención temprana. *Revista Síndrome de Down : revista española de información e investigación sobre el Síndrome de Down*, 29, 46-64.
- * [CB] Martos, J. y Ayuda, R. (2004). Desarrollo temprano: algunos datos procedentes del autismo y los trastornos del lenguaje. *Revista de neurología*, 38,(Supl. 1), S39-S46. [Publicación periódica] [Acceso a texto completo]
- * [CB] Monfort, I. (2009). Comunicación y lenguaje: bidireccionalidad en la intervención en niños con trastorno de espectro autista. *Revista de neurología*, 48,(Supl. 2), S53-S56. [Publicación periódica] [Acceso a texto completo]
- * [CB] Moreno-Torres, I., Cid, M., Santana, R., y Ramos, A. (2011). Estimulación temprana y desarrollo lingüístico en niños sordos con implante coclear : el primer año de experiencia auditiva. *Revista de investigación en Logopedia*, 1(1), 56-75. [Publicación periódica] [Acceso a texto completo. Ver URL]
- * [CB] Moreno, A., Axpe, A., y Acosta, V. (2012). Efectos de un programa de intervención en el lenguaje sobre el desarrollo del léxico y del procesamiento fonológico en escolares de Educación Infantil con Trastorno Específico del Lenguaje. *RIE : Revista investigación educativa*, 30(1), 71-86. [Publicación periódica] [Acceso a texto completo]
- * [CB] Traverso, L., Viterbori, P., & Usai, M. C. (2015). Improving executive function in childhood: evaluation of a training intervention for 5-year-old children. *Frontiers in Psychology*, 6, 525. [Acceso a texto completo. Ver URL]
- * [CB] Verdugo, M.A., y Rodríguez, A. (2012). La inclusión educativa en España desde la perspectiva de alumnos con discapacidad intelectual, de familias y de profesionales. *Revista de educación*, 358, 450-470. [Publicación periódica] [Acceso a texto completo]

Listado de URL

- * Moreno-Torres, I., Cid, M., Santana, R., y Ramos, A. (2011). Estimulación temprana y desarrollo lingüístico en niños

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sordos con implante coclear : el primer año de experiencia auditiva. Revista de investigación en Logopedia, 1(1), 56-75 [<https://dialnet.unirioja.es/servlet/articulo?codigo=3875425>]

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