

Academic Year/course: 2022/23

26512 - Preventing Learning Difficulties

Syllabus Information

Academic Year: 2022/23

Subject: 26512 - Preventing Learning Difficulties

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 2

Semester: First semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

The course and the expected results respond to the following approaches and objectives:

1. Know the basic psychological processes involved in learning, know what learning basic instrumental techniques implies, and be able to design actions consistent with said learning and prevent some of the difficulties that may arise.
2. Identify the importance of the different dimensions of language in learning and in the prevention of learning difficulties.
3. Build a model of what reading and writing entail that allows them to select the methodological strategies for initiation into the written language based on the objectives set and the characteristics of the minors.
4. Relate the characteristics of the child's cognitive development in early childhood education with the characteristics of logical-mathematical thinking to optimize the development of these concepts and prevent difficulties.
5. Identify and understand the bidirectional relationship between success or failure in learning in early childhood education and socio-personal development variables (motivation, expectations, attributions, etc.).
6. Be aware of the importance of the social, family and school context in learning and in the prevention of learning difficulties.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Subject learning provides training and competence to contribute to some extent to the achievement of:

- ? Goal 1: End of poverty.
- ? Objective 3: Health and well-being.
- ? Objective 4: Quality education.
- ? Objective 5: Gender equality.
- ? Goal 10: Reduced inequalities

These targets will be transversally addressed throughout the clinical cases, taking into account not only the actual context but also the existing problems regarding health, economy, sexuality and gender issues.

1.2. Context and importance of this course in the degree

The Early Childhood Education teacher plays an important role in the teaching-learning process: he/she acts in a multicultural context, with different learning rhythms, favors linguistic, cognitive, personal, social development, etc. of minors and collaborates with families and other education professionals to jointly contribute to the comprehensive development of students.

This subject, located in the first quarter of the 2nd year, will provide a framework for reflection and learning on how minors learn basic instrumental techniques, the cognitive processes that underlie these learning and the difficulties that may arise. Considering the prevention of learning difficulties in early childhood education requires delving into what learning means, knowing what basic instrumental techniques imply, understanding the processes that underlie basic learning, addressing from a theoretical-practical perspective the difficulties that can arise (which in fact some children present in primary education) in such learning.

1.3. Recommendations to take this course

In order to take this subject, it is expected that students have basic notions about the development of minors from 0 to 6

years of age and that they have completed the subject of Developmental Psychology I, with the aim of knowing the evolutionary milestones and the neurotypical development of minors. .

It is important that the student is familiar with the moodle platform and consults it frequently, since the theoretical contents, the practical activities to be carried out and the news related to the subject will be announced on it. Some basic knowledge of computers (word processor, Power Point, Internet) and English (reading scientific texts) will be very useful for students when taking the course.

Finally, a critical and open attitude to exploration, recognition and investigation of the basic psychological processes and skills underlying learning difficulties will be recommended.

2. Learning goals

2.1. Competences

2.1 Competencies

2.1.1. Basic and General Basic Competences:

CB1 - That students have demonstrated possession and understanding of knowledge in an area of

CB2 - That students know how to apply their knowledge to their work or vocation in a professio

CB3 - That students have the ability to gather and interpret relevant data (normally within th

CB4 - That students can transmit information, ideas, problems and solutions to both a special:

CB5 - That students have developed those learning skills necessary to undertake further studie

General:

CG01 - Know the objectives, curricular content and evaluation criteria of early childhood educ

CG02 - Promote and facilitate learning in early childhood, from a globalizing and integrating

CG03 - Design and regulate learning spaces in contexts of diversity that meet the unique educ

CG04 - Promote coexistence in the classroom and outside of it and address the peaceful resolut

CG05 - Reflect in a group on the acceptance of rules and respect for others. Promote the autor

CG06 - Know the evolution of language in early childhood, know how to identify possible dysfur

CG07 - Know the educational implications of information and communication technologies and, in

CG08 - Know the fundamentals of children's diet and hygiene. Know the fundamentals of early at

CG09 - Know the organization of early childhood education schools and the diversity of actions functioning. Assume that the exercise of the teaching function must be perfected and adapted t

CG10 - Understand the importance of the teacher's work to be able to act as a mediator and co

CG11 - Reflect on classroom practices to innovate and improve teaching. Acquire habits and sk:

CG12 - Understand the role, possibilities and limits of education in today's society and the i

2.1.2 Transversal Competences

CT01 - Integrate the skills of the different subjects to guide the Final Degree Project and be

CT02 - Understand learning as a global, complex and transcendent event, designing and develop:

CT03 - Manage and self-regulate the progression of learning by adapting to new situations and

CT04 - Work as a team being able to play different roles within the group.

CT05 - Use and apply Information and Communication Technologies (ICT) to learn, communicate an

CT06 - Develop the ability to communicate in order to teach in one's own language and in one (

CT08 - Search, manage, process, analyze and communicate information effectively, critically an

CT10 - Develop, manage, process and analyze the processes related to research applied to educ

2.1.3 Specific Competencies

CE07 - Early identification of signs of possible learning difficulties, cognitive and attentio

CE08 - Know how to inform other specialized professionals to promote the collaboration of the

CE09 - Acquire and develop resources to favor the educational inclusion of students with diff:

Upon passing the subject, the student will be more competent to...

Identify those risk situations in which to act to facilitate the child's basic learning, invo

Detect possible difficulties and intervene when children need to improve the functioning of ps

Evaluate and/or prepare and/or adapt materials that favor communication and language developme

Evaluate and/or prepare and/or adapt introductory materials in the written language based on t

Evaluate and/or prepare and/or adapt materials related to mathematical thinking (concept of nu

Consider the importance of the very conception of the learning process in boys and girls' lea

teaching-learning, as well as the model that has been built on what the basic instrumental tec

Know when it is necessary to request guidance and/or collaboration from other professionals t

2.2. Learning goals

The student, to pass this subject, must demonstrate the following results...

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

2.3. Importance of learning goals

The knowledge and abilities, skills and attitudes acquired and/or developed within the framework

3. Assessment (1st and 2nd call)

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

The student must demonstrate that they have achieved the expected learning outcomes through the

The evaluation of the student will tend to be carried out throughout the development of the subject.

1. Practical activities that will consist of:

- 1.1. Observations, case resolution reports and other materials in different media (debates, etc.)
 - 1.2. Development of a project focused on the contents of the subject. This project will be tutored.
2. Final evaluation: Individual final written test.

Those students who have not completed or passed the practical activities may take a practical

Evaluation criteria

1. Practical activities: Assessment Criteria and Level of Demand:

An adequate resolution of this type of task requires that the student: Identify the topic of the

- Use the theoretical knowledge and be able to apply the acquired knowledge to answer the question.
- Prepare a written report according to minimum quality criteria in it, exposing the ideas in a clear and concise manner.
- Present orally the most relevant ideas of a case, material or group discussion using an order and coherence.

2. Final evaluation: Assessment Criteria and Level of Demand

-An adequate resolution of this type of task requires that the student:

- Use specific Behavioral Science terminology to describe behavior and the processes underlying it.
- Know the psychological processes involved in learning, know what learning basic instrumental skills are.
- Learn about the mechanisms underlying the reading and writing processes and select methodological strategies.
- Be able to relate the characteristics of the child's cognitive development in early childhood to the characteristics of the subject.
- Learn about the importance of socio-emotional and motivational variables in the child's development.

That all this can be done in an organized and orderly manner, generating a clear, understandable

Qualification criteria and requirements to pass the subject.

The final grade will be given by the sum of the tests carried out throughout the course. Each

1. Theoretical section:

1. Oral or written exam: 50%

2. Practical section:

1. Activities and practical classroom work: 50%

In order for the activities of the practical classes to be graded and computed in the final grade,

It will be necessary to pass both sections (Activities and practical work and final test) to pass the subject.

Those students who have not completed or passed the practical activities may take a practical

The fraud or both partial or total plagiarism, involving any of the evaluation tasks, will result in the

Global Test and Second Call

It will consist of a final written individual test. The test will consist of a theoretical part and a practical part.

In the second call, the same criteria will be applied as in the global test.

Fifth and sixth call

The 5th and 6th call students will be evaluated with the same evaluation system as the rest of the course. In any case, to develop the teaching of this subject and accredit the achievement of its competences, you will continue teaching in the group-class in which you are enrolled, with the court being in charge. Specify with the court the type of evaluation to be carried out (global or evaluable activities).

Important: Total or partial fraud or plagiarism in any of the evaluation tests will lead to the disqualification of the student.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

In this subject we are going to consider the psychological mechanisms that explain the learning process.

4.2. Learning tasks

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on a wide range of teaching and learning tasks:

- Lectures and theory sessions.
- Active learning methodologies.
- Report writing.
- Oral presentation and debate.
- Reading, critical analysis, and discussion of articles.
- Role-playing, discussion and presentation of practical cases, analysis about school experiences of programs for the prevention of learning difficulties, pedagogical experiences based on evidence, and debates based on audiovisual resources.

Outside of regulated class hours, students will develop a project focused on the contents of the subject. The objectives pursued with this methodological technique are that the learning process takes place in action, that students assume the commitment to act as agents of change and acquire an adequate methodology to face the problems that will arise in their future professional practice. This project will be tutored by the teaching staff throughout its development; projects that have not been reviewed at least twice will not be accepted.

4.3. Syllabus

The course will address the following topics:

Topic 1. The teaching-learning process in Early Childhood Education:

- 1.1. Nature of the teaching-learning process in Early Childhood Education.
- 1.2. Optimization of the development of the basic psychological processes involved in learning. Developmental contexts and attention to diversity.
- 1.3 Executive functions and their relationship with the prevention of learning difficulties in Early Childhood Education.
- 1.4 Socio-emotional variables.

Topic 2. Prevention of learning difficulties associated with the acquisition and development of language and the use of communicative functions in the classroom.

Topic 3. Prevention of learning difficulties in reading and writing

Topic 4. Prevention of learning difficulties in logical-mathematical thinking

4.4. Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course can be found in the course syllabus.

course will be provided on the first day of class and communicated by the Digital Teaching Ring (ADD).
The dates of the final exams can be consulted on the website of the different Faculties that offer the degree.