

26512 - Preventing Learning Difficulties

Syllabus Information

Academic year: 2023/24

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

To know the basic psychological processes involved in learning, to know what is involved in learning basic instrumental techniques, and to be able to design actions consistent with such learning and prevent some of the difficulties that may arise. Identify the importance of the different dimensions of language in learning and in the prevention of learning difficulties. To build a model of what reading and writing entails that will allow the selection of methodological strategies for initiation in the written language according to the objectives that sets and the characteristics of the children. To relate the characteristics of the cognitive development of children in early childhood education with the characteristics of logical-mathematical thinking in order to optimize the development of these concepts and prevent difficulties.

"These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the Agenda 2030 of the United Nations (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the subject's learning results of the subject provides training and competence to contribute to some extent to their achievement."

Goal 4: Quality education

Goal 5: Gender equality

Goal 10: Reduction of inequalities

2. Learning results

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

1. To know the basic psychological processes involved in learning, to know what is involved in learning the basic instrumental techniques, and to be able to design actions coherent with such learning and to 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. To build a model of what reading and writing entails that will allow their to select the methodological strategies for the initiation in written language according to the objectives and the characteristics of the children.
4. To relate the characteristics of the cognitive development of children in early childhood education with the characteristics of logical-mathematical thinking to optimize the development of these concepts and prevent difficulties.
5. To identify and understand the bidirectional relationship between success or failure in early childhood learning and socio-personal development variables (motivation, expectations, attributions, etc.).
6. To be aware of the relevance of the social, family, school and classroom context in learning and in the prevention of learning difficulties social, family, school and classroom context.

3. Syllabus

Unit 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. The contexts of development

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 development variables.

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

Unit 3. Prevention of learning difficulties in reading and writing.

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

4. Academic activities

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

In this subject we are going to consider the psychological mechanisms that explain children's learning, as well as the variables that affect the learning they carry out, the difficulties that can arise and what we can do as teachers to prevent them from arising.

The program offered to the student to help them achieve the expected results comprises the following activities...

Exhibition sessions

Active learning methodologies

Work preparation

Oral presentation and discussion of papers

Reading, reflection and discussion of texts.

Role-playing, discussion and presentation of case studies, research on school experiences of programmes for the prevention of learning difficulties, pedagogical outings and debates following the viewing of audiovisual resources, etc..

The students, outside the regular class hours, will elaborate a project focused on the contents of the subject.

The goals 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 they will face in their future professional practice. The project will be supervised by faculty throughout its development; projects that have not been reviewed at least twice will not be accepted.

5. Assessment system

Grading criteria and requirements for passing the subject

The final grade will be given by the sum of the tests taken throughout the year. Each of the tests will be graded from 0-10 and weighted according to the following information:

1. Theoretical section: Written test type exam: 50%

2. Practical section: Classroom activities and practical work: 50% (Project 20%, Internship 30%)

In order for the practical class activities to be graded and computed in the final grade, they must be submitted on the dates established by the teachers. In addition, in order for a student to be counted in this section, he/she must have completed at least 80% of them in person.

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 exam on the day of the theoretical exam, which will consist of the resolution of one or more cases and/or the commentary of a short text. The project should be submitted by all students.

The overall test will consist of a final individual written test, 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 students of the 5th and 6th convocation will be evaluated with the same evaluation system.

Finally, it must be taken into account that the Rules of Coexistence of the school will be applicable University of Zaragoza to the irregularities committed in the assessment tests by means of academic fraud, as well as the application of article 30 of the Regulations on the Rules for the Assessment of Learning in relation to irregular practices other than academic fraud.