

## 26541 - Educational Answers to Special Needs

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26541 - Educational Answers to Special Needs

**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:** 4

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

#### Goals of the subject

The goal of this subject is for students to analyze and identify the specific educational needs of students in order to design, plan and evaluate intervention and guidance proposals that favor inclusion, in collaboration with different professionals and in different areas of the student's life.

These approaches and goals are aligned with the following SDGs:

Goal 3: Health and Wellness.

Goal 4: Quality Education.

Goal 10: Reduction of Inequalities

#### Context and meaning of the subject in the degree program

As this is a specialization subject, it is based on previous didactic and organizational knowledge. In a more direct way, it tries to deepen the approach of the subject of Curriculum and Inclusive Early Childhood Education (3rd course).

### 2. Learning results

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

1. Analyzes and identifies the specific educational needs of students to design strategies for teaching-learning in an inclusive school context.
2. Designs, plans and evaluates intervention and orientation proposals that favor the inclusion of students with different specific needs.
3. Knows and plans in collaboration with different professionals and in different areas of the student.

### 3. Syllabus

1. Educational responses to students with special educational needs derived from intellectual, physical, sensory, ASD, etc. disabilities.
2. Educational responses to students with high abilities.
3. Educational responses to late entrants to the educational system.

### 4. Academic activities

**The teaching-learning methodology** is based on the teacher's explanations and the students' participation through research, reading, analysis of different types of documents and situations, and the exchange of information.

**The types of activities planned are:**

- Analysis of readings
  - Discussions on basic articles and intervention proposals
  - Viewing of videos (documentaries, experiences, etc.)
  - Review and analysis of different cases
  - Elaboration of viable intervention proposals for students with specific needs.
  - Exhibition of intervention proposals
- Outings that require travel may be considered.

## 5. Assessment system

**The following assessment activities will be carried out during the formal and final teaching period**

**1. Presentation of a portfolio** with:

a) Report of the different practical activities carried out during the development of the course. b) Intervention proposals for students with specific needs..

In order to favor a continuous and formative evaluation, a detailed follow-up of the elaboration of the different documents that make up the portfolio will be carried out, providing guidance to improve them.

**2. A written test** that may include different types of questions: test, resolution of practical cases and/or open questions.

### Assessment criteria

#### For the written test

- Level of knowledge, ability to analyze, apply, relate and differentiate concepts. Adequate and accurate use of technical vocabulary.
- Ability to correctly handle the language: expression, spelling, etc.

#### For the Portfolio

**SUSPENSED.** When the proposals are inadequate to the situation. When errors appear in the formal aspects . When there is insufficient or inadequate substantiation.

**APPROVED.** When the proposals are appropriate and relevant to the situation, with a coherent format.

**NOTABLE.** In addition to consistency among the components, the further development of each component will be considered. An extended justification with readings is available at . This is a more in-depth theoretical and practical analysis.

**OUTSTANDING.** When the design and its justification propose creative and feasible proposals for the response to the specific needs of the student

It will be positively considered that the responses to the needs of students are inclusive and quality responses that enhance the reduction of inequalities. Likewise, they shall promote the well-being and health of all schoolchildren.

### Grading criteria and requirements for passing the subject

In order to pass the subject, it will be necessary to pass both the written test and each of the portfolio documents.

**Written test:** The grade obtained will account for 50% of the final grade.

**Portfolio:** The grade obtained will account for 50% of the final grade.

Finally, it should be taken into account that the Regulations of the Coexistence Rules of the University of Zaragoza will apply to irregularities committed in the evaluation tests through academic fraud, as well as the application of Article 30 of the Regulations of the Learning Evaluation Rules in relation to irregular practices other than academic fraud.

### Global test and second call

All students, regardless of their circumstances to take the course (regular attendance, irregular or non-attendance), must submit the portfolio with the report of the practical activities and intervention proposals, as well as how to take the written test. The results, criteria and evaluation requirements outlined above will apply to all students.

If in the first exam a student passes only the portfolio or the exam, this result can be maintained for the second exam. Thus, in order to pass the subject in the second call, the student will only be able to do the activity that he/she did not pass in the first call.

### Fifth and sixth calls

The students of fifth and sixth call must be aware that their evaluation is made before a tribunal, not being able to waive this right. However, they may choose to take the test together with the rest of the students in the group and then place it in an envelope to be handed in to the examining board (art. 23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Regulations of the Learning Assessment Standards of the University of Zaragoza).

In either case, the same evaluation criteria and requirements specified as ordinary and general for the subject will be applied general for the subject.