

31101 - Educational Intervention and Diversity

Syllabus Information

Academic year: 2024/25

Subject: 31101 - Educational Intervention and Diversity

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

The subject aims to enable students to acquire the skills that allow them to identify the possible educational needs that students may present, as well as to design the most appropriate teaching-learning strategies, providing educational support in a context mainly of inclusive school, with special attention to special educational needs. This is without forgetting the strategies of care

educationally more appropriate for pupils who may have other specific educational support needs such as those derived from high abilities, late incorporation into the educational system and those caused by some type of socio-cultural deprivation, personal conditions or school history.

2. Learning results

1. -Know the characteristics of pupils with motor, sensory, cognitive and social interaction needs and the problems they have in the development of interaction, communication and language skills, as well as the specific educational needs that derive from them.
2. -Analyze and identify the specific educational needs of students in order to design teaching-learning strategies in an inclusive school context.
3. -Design, plan and evaluate intervention and guidance proposals that favour the inclusion of pupils with different specific educational support needs, in collaboration with different professionals and in different areas of the student.
4. -Know different alternative and augmentative communication systems, as well as different technical resources necessary, and their specific use in different situations with pupils who, for a variety of reasons, have needs derived from communication and language difficulties.

3. Syllabus

1. -Legislative-normative framework.
2. -Educational responses to students with specific educational support needs due to special educational needs. Alternative and augmentative communication systems. ARASAAC. Technical tools and resources for communication access.
3. -Educational responses to students with specific educational support needs due to high abilities.
4. -Educational response to students with specific educational support needs due to ADHD.
5. -Educational response to students with specific educational support needs due to late incorporation to the educational system or due to personal conditions or school history.

4. Academic activities

The expository sessions will be combined with other presentations by the students and debates on theoretical and practical contents.

The following activities **may be** carried out during the subject:

- Master classes.
- Complementary readings to the explanations developed in group-class.
- Search for information and documentation.
- Attendance to lectures/events related to the subject of the course.
- Individual study.

- Analysis of situations and experiences.
- Elaboration of viable intervention proposals for students with specific needs.
- Exposure of intervention proposals.
- Activities that require travel outside the university. In this case, they will not be mandatory for the student body.
- Viewing of videos (documentaries, experiences, educational concepts...).

5. Assessment system

5.1 Assessable activities developed during formal teaching

At least one practical task in each subject, which will result, at the end of the course, in a portfolio (50% of the final grade).

5.2. Final/ overall assessment activities

A written test in which the student demonstrates their knowledge of the contents contemplated in the subject, as well as the readings and the practical activities carried out in the course.

Valuation: 50% of the final grade

Assessment criteria for the written test:

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

Assessment criteria for each Portfolio assignment:

- **SUSPENDED.** When the task has not been performed, as long as it does not involve visits, attendance at lectures or other external events. When the content, report or proposal of any activity does not fit the situation. When errors appear in the formal aspects (spelling mistakes, citation errors...).
- **APPROVED.** When the practical activities have been developed with coherence and the proposals before possible approaches are adequate 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 should be reflected with at least one reference to a reading performed. This is a more in-depth theoretical-practical analysis.

- **OUTSTANDING.** When, in addition to the criteria that appear in "notable", the assignment or its justification presents creative and viable proposals for the response to the specific needs of the students, as well as justifications based on at least two readings.

5.3. Grading criteria and requirements to pass the subject:

It will be necessary to pass both the written test and the portfolio of activities.

Written test: The grade obtained in the "written test" section will represent 50% of the final grade. **Set of assignments/final portfolio:** The final grade obtained will account for 50% of the final grade.

5.4. Global test and second call

The evaluation of the subject as a whole follows a single method, with no distinction between continuous and global evaluation.

The results, criteria and requirements specified above will apply to all students, regardless of their circumstances for taking the subject (regular attendance, irregular attendance or non-attendance). The final written exam will take place on the corresponding date set by the faculty as an exam in the first call..

If in the first exam a student passes only the portfolio or the exam, this result will be maintained for the second call. 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.

Those students who are eligible for the global test and who have not completed the homework activities during the course, will deliver all the practical activities of the portfolio on the date of this test and, after the test, they will develop a brief commentary on them.

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

5.5. Fifth and sixth calls

The students of the 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, upon request, to take the test together with the rest of the students in the group and then put it in an envelope to be submitted to the tribunal (art. 23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Regulation of LearningAssessment 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.

6. Sustainable Development Goals

- 4 - Quality Education
- 10 - Reduction of Inequalities
- 16 - Peace, Justice and Strong Institutions