Teaching guide

IDENTIFICATION DETAILS

Degree: Child Education

Field of Knowledge: Social and Legal Science

Faculty/School: Education and Humanities

Course: Basic Training

Type: Basic Training

ECTS credits: 6

Year: 2

Code: 7322

Teaching period: Third semester

Area: Learning Difficulties and Development Disorders (Education)

Module: Basic Training

Teaching type: Classroom-based

Language: Spanish

Total number of student study hours: 150

SUBJECT DESCRIPTION

The main objective of this course is to equip students with the skills required to be aware of and to identify learning difficulties and avail of the resources necessary for educational intervention and to provide it in collaboration with the other professionals involved and families, the purpose of which is to provide the assistance necessary for the full development and adaptation to the needs of children.

SKILLS

Basic Skills
Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks.

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues.

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience.

Students must have developed the learning skills needed to undertake further study with a high degree of independence.

**General Skills**

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

To design and regulate learning areas in contexts of diversity, taking into consideration the specific educational needs of pupils, gender equality, egalitarianism and respect for human rights.

**Specific skills**

To identify learning difficulties, cognitive dysfunctions and other dysfunctions related to childcare.

To acquire resources to foster the educational integration of pupils with difficulties.

**DISTRIBUTION OF WORK TIME**

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<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
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<tbody>
<tr>
<td>65 hours</td>
<td>85 hours</td>
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