

Teaching guide

IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	PLANNING AND DEVELOPMENT OF EDUCATIONAL INTERVENTION		
Type:	Optional	ECTS credits:	6
Year:	3	Code:	7345
Teaching period:	Sixth semester		
Area:	Focus on Special Educational Needs		
Module:	Teaching and discipline		
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 necessary skills for planning and providing care for students with specific educational needs. The course therefore offers content which enables students to identify, understand and assess the needs of these students and to avail of the resources necessary for the required educational intervention in each event. This is undertaken in collaboration with other professionals and the families involved with a view to providing the help, strategies and adaptations necessary for children's full development.

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 reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To acquire and commit oneself to ethical values.

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.

To promote coexistence inside and outside the classroom and promote the peaceful resolution of conflicts. To be able to systematically observe learning and coexistence contexts and to be able to reflect on them.

To be able to reflect in-group on the acceptance of norms and respect for others. To foster the independence and uniqueness of each pupil as key factors in the education of emotions, feelings and values in early childhood.

Specific skills

To be familiar with the characteristics of those pupils that require special educational support needs.

To identify where the main difficulties of pupils with special educational needs lie.

To be aware of the best practice guidelines in a classroom that contains pupils with special educational needs.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours