

**1. General information****Course:** EDUCATIONAL DEVELOPMENT COMMUNICATION SKILLS AND LANGUAGE**Code:** 47367**Type:** PRACTICUM-RELATED COURSE**ECTS credits:** 6**Degree:** 393 - UNDERGRADUATE DEGREE IN PRIMARY EDUCATION (CR)**Academic year:** 2022-23**Center:** 102 - FACULTY OF EDUCATION OF CIUDAD REAL**Group(s):** 20**Year:** 3**Duration:** C2**Main language:** Spanish**Second language:** English**Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N**Lecturer:** ANGEL LUIS GONZALEZ OLIVARES - Group(s): 20

Building/Office	Department	Phone number	Email	Office hours
Facultad Educación/3.21	PEDAGOGÍA	926588568	ALuis.Gonzalez@uclm.es	It will be published on the website and on the Virtual Campus during the first 3 weeks of the semester.

2. Pre-Requisites

Have passed 80% of the basic training credits related to psychopedagogical subjects.

3. Justification in the curriculum, relation to other subjects and to the profession

The main objective of this program is to provide the student with sufficient theoretical-practical skills and knowledge to enable him or her to perform his or her profile as Specialist Teacher in Hearing and Language in the Spanish educational system. These subjects will allow students to observe the explanatory theoretical framework and a conceptual and structural framework that allows them to observe, analyze, understand and interpret the difficulties of language and communication, in order to design the evaluation and diagnosis procedure and, subsequently, properly plan a therapeutic intervention with this type of technique.

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It is directly related to the rest of the subjects of the Mention: Psychopathology and language assessment, Educational treatment of oral language disorders, Educational treatment of written language disorders, Alternative communication systems. It is also related to other related subjects, of the Infant and Primary Grades.

4. Degree competences achieved in this course**Course competences**

Code	Description
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG02	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which constitute the values of citizenship.
CG10	Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CG11	Know and apply information and communication technology in the classroom. Select audiovisual information which contributes to learning, civic training and cultural richness.
CT02	Master information and communication technology (ICT).
CT03	Correct oral and written communication.
CT04	Moral obligation and professional ethics.

5. Objectives or Learning Outcomes**Course learning outcomes**

Description

Work in collaboration with teachers of each stage, with psycho-pedagogical counselors or language therapists within the framework of the necessary intervention programs.

Validation of the appropriate procedures and instruments to the various practical assignments of the class.

Reinforce values and ethical principles linked to the equality opportunity for students.

Have as solid of a cultural foundation in contents as in specific methodologies for the distinct alternative systems of communication, so that teachers are able to design plans for the application of these contents.

Practical skills to adapt each type of school material to the individual student that uses alternate systems of communication.

Practical skills for planning, implementation, and evaluation of plans or educational programs in order to improve the specific difficulties of oral or written language according to the ages and needs of the students and within the schoolwork.

Be well versed in the correct terminology for Alternative Systems of Communication.

Regularly and selectively improve documentary sources in order to carry out the task of adapting the materials necessary for a certain alternative communication system.

Improve the ability to reflect on own concepts and educational practices in the treatment of communication and language difficulties and disorders.

Advice and orientation to the families with children who have specific communication and language problems. Know current research related to the prevention, detection, evaluation, and intervention of communication and language difficulties and/or disorders.

Ability to analyse, comprehend, and validate the influence of the family or school environment contexts on the needs of the student for the feasibility of using a certain alternative system of communication.

Professional training to explain the chosen method, as well as the advantages and disadvantages that the application of this system can cause for both the user and for the class group.

Professional training in the educational system to know how to intervene autonomously as a supporting teacher for the rehabilitation of disorders in the acquisition of oral and written language in the age range of 0 to 12 years old.

Comprehension of the psycholinguistic developmental problems.

Know the terminology, concepts and knowledge that enables teachers to understand, distinguish, and interrelate the distinct alternative/augmentative systems of communication.

Know a wide range of methods, techniques, materials, documentary resources, content, resources, procedures and teaching strategies applicable in the field of language assessment and rehabilitation.

Knowledge of the specific difficulties and disorders of oral and written language.

Obtain competency as a specialist teacher in hearing and language related to this material so that you can exercise this competency with full responsibility.

Prepare theory and practice in order to choose and apply, according to the cases, the distinct alternative/augmentative systems of communication.

Acquisition of a global perspective of the developmental problems that create difficulties, delay, or alter communication. Comprehension of the developmental processes of nonverbal and language communication.

Additional outcomes

Ability to understand the concepts of Disorders in the acquisition of Written Oral Language, neurological, psychological or pedagogical, and its impact on the development and learning of students with these characteristics, as well as their behavior and performance possibilities from 0 to 12 years.

Know and participate in the detection and evaluation of the most common difficulties or alterations that occur in learning written language.

Design educational intervention plans or programs to stimulate and improve oral language difficulties.

Introduce the students of the mention in the basic therapeutic skills of relationship with families for the management of language problems in the educational context.

Know and analyze current lines of research in the field of evaluation and intervention for the improvement of specific language difficulties.

Reinforce a reflective attitude towards their own training and promote the need for continuous professional improvement.

Ability to be able to develop individualized support work and specific help for students with specific educational needs (SEN) in the field of oral and written communication, focused on intervention techniques in disorders of the acquisition of oral and written communication. 0 to 12 years.

Know the basic strategies to be able to provide an educational response and intervene with students with specific educational needs derived from disorders in the acquisition of oral or written language, both in the classroom and in the center, at an individual level, from 0 to 12 years old.

Know and understand the milestones and basic processes of psycholinguistic development and its implications for the stimulation, acquisition and learning of oral and written language.

Know and participate in the detection and evaluation of the most common difficulties or alterations that occur in learning written language.

Design educational intervention plans or programs to improve difficulties with written language.

Apply the knowledge acquired to design, implement and evaluate school plans and programs that reinforce the comprehension of texts.

Dynamize school practices that encourage students to produce written texts adjusted to their age.

Frame the interventions for the improvement of the oral or written language, in initiatives that promote the inclusion of students with difficulties.

Facilitate and promote collaborative attitudes and practices among teachers, as well as between them and the educational and social community around schools.

Contribute to reinforcing the culture of diversity as an essential value for educating in a school without exclusions.

Generate behaviors of respect, tolerance, responsibility and professional ethics towards the diversity of the student body.

6. Units / Contents

Unit 1: COMMUNICATION AND ALTERNATIVE LANGUAGES

- Unit 1.1** Importance of communication skills: types.
- Unit 1.2** Development of non-oral communication skills: steps to follow.
- Unit 1.3** Alternative non-verbal languages: with support and without support.
- Unit 1.4** Analysis, creation and adaptation of materials.

Unit 2: ORAL COMMUNICATION

- Unit 2.1** Development of oral communication skills: steps to follow.
- Unit 2.2** Skills for the development or acquisition of oral language.
- Unit 2.3** Analysis, creation and adaptation of materials.

Unit 3: DIGITAL BLOG

- Unit 3.1** Preparation of a digital blog of materials for the stimulation, prevention and treatment of communication and language disorders.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description

Class Attendance (theory) [ON-SITE]	Lectures	CB02 CB03 CB05 CG02 CG10 CG11	2.24	56	N	-	Theoretical and practical classes with specific contents of the subject.
Writing of reports or projects [OFF-SITE]	Cooperative / Collaborative Learning	CB04 CG02 CG04 CG11 CT02 CT03 CT04	3.48	87	Y	N	Reports and activities (work) on specific cases of the subject matter, as well as study of practical cases with theoretical content. It is important to highlight the penalty for plagiarism according to the criteria of the University.
Final test [ON-SITE]	Assessment tests	CB03 CB04 CG02 CG04	0.08	2	Y	Y	Evaluation test (exam) on the contents of the subject. Test recoverable in extraordinary call.
Study and Exam Preparation [OFF-SITE]	Self-study	CB02 CB03 CG10	0.12	3	N	-	Study and analysis of instruments, tests and resources on the evaluation of communication and language.
Group tutoring sessions [ON-SITE]	Guided or supervised work	CT02 CT03	0.08	2	N	-	Group tutorials on the theme of the subject.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Projects	30.00%	0.00%	Realization of group work and oral presentation of the same.
Assessment of active participation	20.00%	0.00%	Realization, presentation and debate on the activities carried out in class.
Theoretical exam	50.00%	100.00%	Theoretical-practical written test. It is essential, to pass the subject, to obtain a minimum grade 4 in continuous assessment tests or final exam to be able to make an average and pass the subject with a 5 out of 10.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

The evaluation criteria are the same for all students. Those students who develop the subject in the non-continuous modality will establish a work plan with the professor of the subject.

It is essential, to pass the subject, to obtain a minimum grade 4 in continuous assessment tests or final exam to be able to make an average and pass the subject with a 5 out of 10.

For the recovery of the progress tests, a deadline will be set during the course and the final test will be recovered in the extraordinary call.

Those students who do not pass the continuous evaluation must take a final test, of theoretical-practical content, which will account for 100% of the grade.

Non-continuous evaluation:

Students who opt for this evaluation modality will have a final test that will account for 100% of the grade.

Specifications for the resit/retake exam:

It will consist of a final test that will mean 50% for students who have passed the continuous assessment and 100% for those who have not passed it.

Specifications for the second resit / retake exam:

Each case and its history of participation in the subject will be studied.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2
Unit 1 (de 3): COMMUNICATION AND ALTERNATIVE LANGUAGES	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	24
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	18
Group 20:	
Initial date: 23-01-2023	End date: 28-02-2023
Unit 2 (de 3): ORAL COMMUNICATION	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	22
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	19
Group 20:	

Initial date: 01-03-2023		End date: 21-04-2023
Unit 3 (de 3): DIGITAL BLOG		
Activities		Hours
Class Attendance (theory) [PRESENCIAL][Lectures]		10
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]		50
Group 20:		
Initial date: 24-04-2023		End date: 12-05-2023
Global activity		
Activities		hours
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]		87
Class Attendance (theory) [PRESENCIAL][Lectures]		56
Final test [PRESENCIAL][Assessment tests]		2
Study and Exam Preparation [AUTÓNOMA][Self-study]		3
Group tutoring sessions [PRESENCIAL][Guided or supervised work]		2
		Total horas: 150

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Palomares Ruíz, A. (Coord.)	Investigación y respuestas socioeducativas del profesorado e	Síntesis		978-84-1357-023-5	2020	
Gracia, Marta	Comunicación y lenguaje en primeras edades: intervención con	Milenio		84-9743-054-9	2003	
Iacoboni, Marco 1960-	Las neuronas espejo: empatía, neuropolítica, autismo, imitac	Katz Editores		978-84-96859-54-8	2009	
Monfort, Marc	El niño que habla: el lenguaje oral en el preescolar	CEPE		978-84-86235-63-5	2010	
Pablo Sánchez, María Jesús	El taller de lenguaje oral en la escuela infantil: baúl de r	Siglo XXI		84-323-0903-6	1995	
Pérez Montero, Carmen	Evaluación del lenguaje oral en la etapa 0-6 años	Siglo XXI		84-323-0890-0	1995	
Rizzolatti, Giacomo	Las neuronas espejo: los mecanismos de la empatía emocional	Paidós		978-84-493-1944-0	2006	
Sebastián, Carmen	La comunicación emocional	ESIC		84-7356-452-9	2006	
Simposio de Logopedia y Lingüística 1999 Granada)	Trastornos del Lenguaje: una perspectiva logopédica y lingüí	Granada Lingüística Método ediciones		84-7933-156-9	2000	
Simposio de Logopedia 1ª 1981 Madrid)	Los trastornos de la comunicación en el niño: I Simposio de	Ciencias de la Educación Preescolar y Especial		84-85252-83-7	1985	
Smith, W. John	Etología de la comunicación	Fondo de Cultura Económica		968-16-1177-2	1982	
Veiga Liz, María Purificación	Estimulación del lenguaje en Educación Infantil: guía prácti	Ideas propias		84-9792-011-2	2004	
Vidal Lucena, Margarita	Atención temprana :guía práctica para la estimulación del ni	Ciencias de la Educación Preescolar y Especial		978-84-7869-028-2	2008	
Yuste Hernanz, Carlos	Atención, percepción, color y forma: desarrollo del lenguaje	CEPE		84-7869-180-4	1994	
	Cuentos: lectura fácil y con dificultad progresiva	Cepe		978-84-7869-767-0 (v	2010	
Eisenberg, Nancy	La empatía y su desarrollo	Desclée de Brouwer		83-330-0929-X	1992	
Aranda, Rosalía Elena	Estimulación de aprendizajes en la etapa infantil	Cisspraxis		84-331-0726-7	2005	
Arriaza Mayas, Juan Carlos	Cuentos para la estimulación del lenguaje oral: praxias, rit	CEPE		84-7869-403-X	2003	
Baumgart, Diane	Sistemas alternativos de comunicación para personas con disc	Alianza		84-206-6541-X	2001	
Bustos Sánchez, Inés	Discriminación auditiva y logopedia: manual de ejercicios de	CEPE		84-85252-39-X	1999	
Córcoles Cubero, Ana Isabel	Empatía: póngase en la mente del otro	Fundación Confemetal		978-84-96743-42-7	2008	
Domínguez Torrejón, Isabel	Estimulación del lenguaje. 4 : ¿Cómo desarrollar el pensamie	Ciencias de la Educación Preescolar y Especial		84-7869-228-2	1996	
Edith Stein Santa	Sobre el problema de la empatía	Trotta		978-84-8164-630-6	2004	
Aimard, Paule	Intervención precoz en los trastornos del lenguaje del niño	Masson		84-311-0614-X	1992	