



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162011 **Name:** Developmental and educational aspects of students with hearing impairments

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter: Evolutionary and Educational Aspects of Students with Hearing Impairments **Type:** Elective

Field of knowledge: Social and legal sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational intervention in specific learning difficulties	6,00	Educational intervention in specific learning difficulties	6,00	3, 4/1
Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders	6,00	Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders	6,00	3, 4/2
Evolutionary and Educational Aspects of Students with Hearing Impairments	6,00	Developmental and educational aspects of students with hearing impairments	6,00	4/2
Evolutionary and Educational Aspects of Students with Visual and Motor Impairments	6,00	Developmental and educational aspects of students with visual and motor impairments	6,00	4/2
Pathology and intervention in specific language development disorders	6,00	Pathology and Intervention in specific language development disorders	6,00	0, 4/2
Design and evaluation of socio-educational programs and action plans	6,00	Design and evaluation of socio-educational action programmes and plans	6,00	This elective is not offered in the academic year 24/25



Educational intervention on problems of social maladjustment	6,00	Educational intervention in problems of social maladjustment	6,00	This elective is not offered in the academic year 24/25
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Recommended knowledge

It is advisable to have taken the subject of specific educational support needs and attention to specific educational support needs.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows the contents that need to be taught, understanding their epistemological singularity and the specificity of the didactics for students with hearing impairments
- R2 The student will develop the ability to design and develop educational projects and programming units that allow adapting the curriculum to hearing impairments
- R3 The student knows and properly uses technological aids, as well as technical resources that facilitate access to information and communication for students with hearing impairments in teaching and learning activities
- R4 The student designs appropriate action plans for the educational needs of students with hearing impairments, for the proper functioning of tutoring, guidance to families, and other external agents
- R5 The student participates in research projects related to the teaching and learning of students with hearing impairments, introducing innovative proposals aimed at improving educational quality
- R6 The student knows strategies to advise teachers that promote peer relationships, especially for students with hearing impairments
- R7 The student develops skills that promote collaboration with different sectors of the educational community and the environment, promoting the socio-educational integration of students with hearing impairments



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
CG2 Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			X	
CG4 Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG5 Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			X	
CG6 Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			X	
CG11 Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	
CG12 Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				X



SPECIFIC	Weighting			
	1	2	3	4
EPT1 Knowing the characteristics of pupils with developmental and sensory disorders and learning difficulties, and understanding the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of pupils with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT2 To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics for pupils with specific needs.				X
EPT3 Respect for the personal and cultural differences of students with special needs and other members of the educational community.				X
EPT4 Ability to critically analyse conceptions of education derived from scientific research.			X	
EPT5 Ability to design and develop educational projects and programming units to adapt the curriculum to the context of the specific needs and socio-cultural contexts of learners.				X
EPT6 Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.			X	
EPT7 Ability to develop strategies to avoid exclusion and discrimination of the learner.			X	
EPT8 Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and cross-disciplinary knowledge in an integrated manner, appropriate to the learning characteristics of the student.				X
EPT9 Ability to prepare, select and construct teaching materials and apply them in the specific frameworks of the different disciplines.				X
EPT10 Knowing and knowing how to use technological aids and technical resources that facilitate access to information and communication in teaching-learning activities.				X
EPT11 Ability to promote the quality and appropriateness of educational contexts (classroom and school) so as to ensure the well-being and accessibility of learners.				X



EPT12 Ability to carry out educational support activities within the framework of inclusive education.			X
EPT14 Ability to participate in research projects related to the teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.		X	
EPT15 Knowing how to develop the relationship and communication skills of pupils with specific needs with their peer group and the adults in their environment.			X
EPT16 Development of emotional control skills in the different circumstances of professional performance.		X	
EPT17 Ability to encourage pupils with specific needs to participate in the construction of rules of coexistence.		X	
EPT18 To know the general principles of speech therapy intervention in the school environment as well as its different functions: prevention, education, re-education, rehabilitation and treatment.		X	
EPT19 Knowing how to face and cooperatively resolve problematic situations and interpersonal conflicts of various kinds.		X	
EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of pupils with specific needs.		X	
EPT21 To raise the commitment to optimise the academic performance of pupils with special needs and their progress in school within the framework of a comprehensive education.			X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R6, R7	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4, R6, R7	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R6, R7	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R2, R3, R4, R6, R7	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R6	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R4, R7	10,00%	Projects. Development and/or design works.

Observations

Note 1. The final written test will be conducted as follows:

- 40 multiple-choice questions with 3 answer options, applying the n-1 criterion.
- A practical case study.

Note 2. The awarding of the honours mark will be based on obtaining a 9 and provided that the result obtained is the result of excellent academic achievement combined with effort and interest in the subject.

Note 3. In order to add up the rest of the percentages, it is essential to pass the final written test.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R6	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development



R1, R2, R3, R4, R6, R7	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4, R6, R7	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4, R6, R7	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R2, R3, R4, R6, R7	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R4, R7	10,00%	Projects. Development and/or design works.

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Note 3. In order to add up the rest of the percentages, it is essential to pass the final written test.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participatory Master Class
- M2 Case Study
- M3 Project-based Learning
- M4 Learning Contracts
- M5 Seminar Work
- M6 Problem-based Learning
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring
- M10 Individual Tutoring
- M11 Participatory Master Class
- M12 Case Study
- M13 Seminar Work
- M15 Project-based Learning
- M16 Learning Contracts
- M17 Problem-based Learning



- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring





IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M2, M4, M7	R3, R5, R7	5,00	0,20
Theoretical Class M1, M2	R1, R3, R6, R7	27,00	1,08
Practical Class M2, M3	R2, R4	11,00	0,44
Seminar M5, M6, M7	R5, R7	6,50	0,26
Tutoring M10	R1	8,00	0,32
Evaluation M2, M6, M10	R1, R4	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7, M9	R1, R5, R7	36,00	1,44
Individual work M2, M4, M5, M6, M10	R1, R2, R5	54,00	2,16
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12	R1, R3, R6, R7	25,00	1,00
Practical class (e-learning mode) M12, M13	R2, R4	10,00	0,40
Seminar (e-learning mode) M15, M16, M17	R5, R7	5,00	0,20
Individual tutoring (e-learning mode) M19	R1, R2, R5	15,00	0,60
Evaluation (e-learning mode) M12, M16, M17	R1, R4	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M19	R1, R2, R3	60,00	2,40
Group Work (e-learning mode) M13, M15, M18	R5, R7	5,00	0,20
Discussion Forums (e-learning mode) M17, M18	R5, R7	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19	R1, R2	22,50	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Concept of hearing impairment, legal framework.	·Models, key concepts, historical evolution and principles of intervention.
2. Physical and biological aspects of hearing impairment. Definition and classification.	·Physiology of hearing and the auditory system. ·Aetiology of hearing impairment. ·Sound: forms of perception. ·Human hearing ability. Measurement of hearing. ·Hearing and speech.
3. Developmental development of hearing-impaired pupils.	·Linguistic, cognitive ·Cognitive Development ·Social development
4. Methodological Approaches	·Oral methods. Auditory stimulation. Complementary speech. Verbotonal method. Bimodal ·Gestural methods: Sign language . ·Mixed methods: Bilingualism.
5. Technical aids.	·Cochlear implants. ·Hearing aids. ·Artificial intelligence and other technological aids.
6. Attention to specific educational support needs.	·Detection of needs and inclusive barriers ·Levels and measures of educational response ·Support products ·Personal resources



7. Family and social aspects.

- Family and social impact and general lines of intervention.
- Psychosocial relations in the classroom, assessment and intervention at social level.
- Partnerships

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Concept of hearing impairment, legal framework.	2,00	4,00
2. Physical and biological aspects of hearing impairment. Definition and classification.	3,00	6,00
3. Developmental development of hearing-impaired pupils.	8,00	16,00
4. Methodological Approaches	5,00	10,00
5. Technical aids.	2,00	4,00
6. Attention to specific educational support needs.	8,00	16,00
7. Family and social aspects.	2,00	4,00



References

Books and Scientific Articles

- Anguita, M. D. P. (2018). Las necesidades educativas especiales de los alumnos/as con deficiencia auditiva. *Revista Internacional de apoyo a la inclusión, logopedia, sociedad y multiculturalidad*, 4(3).
- Claustre, M., Cardona, C., Palmes, C. y Sadurni, N. (2010). *Alumnado con pérdida auditiva*. Graó.
- Cuello Fernández (2018). Discapacidad auditiva: intervención práctica en el aula de Educación Primaria: Manual práctico de ayuda para maestros en Audición y Lenguaje, y, Pedagogía Terapéutica. Editorial independiente.
- Del Carmen Guzmán, C. M. (2018). Guía didáctica estratégica dirigida al docente que labora en la educación infantil con niños de cinco años que presentan deficiencia auditiva. *Revista Conrado*, 14(62), 67-73.
- De Souza, S. B., Araujo, B. M., de Oliveira Rodrigues, A. L., Sardinha, V. C. P., de Almeida, W. G., Rosa, R. G. M., ... & Costa, N. M. (2021). Aspectos etiológicos da deficiência auditiva: uma revisão integrativa. *Revista Eletrônica Acervo Saúde*, 13(8), e8319-e8319.
- Escorcía, T. y Rodríguez, L. (2019). Prácticas de Atención Temprana centradas en la familia y en entornos naturales. Editorial UNED
- Fernández Román, I., López Huguet, L., & Guillamón Gimeno, M. (2019). Estrategias de comunicación en la interacción terapéutica en usuarios de edad avanzada en circunstancias de sordera.
- FIAPAS (Dir. Carmen Jáudenes) (2017): *Estudios sobre la situación del alumnado con sordera en España*. FIAPAS
- FIAPAS, (Jáudenes, C. et ál.). (2020). Guía práctica para el apoyo de alumnado con discapacidad auditiva en tiempos de COVID19 (1ª ed.). FIAPAS.
- FIAPAS, (Jáudenes, C. et ál.). (2010): Manual Básico de Formación Especializada sobre Discapacidad Auditiva (4ª ed.). FIAPAS.
- Fuentes, A. R., & GUZMÁN, A. G. (2008). *Deficiencia auditiva: desarrollo psicoevolutivo y respuesta educativa*. Editorial EOS.
- Macías, L. O. G., & Vargas, R. J. T. (2017). Metodología para la atención educativa de escolares con deficiencias auditivas en contexto inclusivo: una proyección desde la estimulación del lenguaje. *LUZ*, 16(1), 42-51.
- Martínez, S. E., Tutuy, A. J. E., Barrios, C. E., Dho, M. S., Romero, M. A., López, M. J., & Acosta, M. A. (2019). Estrategias de prevención en el paciente con deficiencia auditiva. *Revista de la Facultad de Odontología*, 12(1), 47-53.
- Rodríguez, D. C. (2021). Competencias docentes en desarrollo del lenguaje de niños con Implante Coclear usando dispositivos y aplicaciones digitales. *Revista de Educación Inclusiva*, 14(1), 143-155.

Regulations:

- Decreto 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de



equidad y de inclusión en el sistema educativo valenciano. Recuperado de https://www.dogv.gva.es/datos/2018/08/07/pdf/2018_7822.pdf

·Orden 20/2019, de 30 de abril, de la Conselleria de Educación, Investigación, Cultura y Deporte, por la cual se regula la organización de la respuesta educativa para la inclusión del alumnado en los centros docentes sostenidos con fondos públicos del sistema educativo valenciano. Recuperado de https://www.dogv.gva.es/datos/2019/05/03/pdf/2019_4442.pdf