



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1172009 **Name:** Educational fundamentals and school organisation

Credits: 6,00 **ECTS Year:** The course is not offered this academic year **Semester:**

Module: Optatives

Subject Matter: Educational processes and contexts **Type:** Elective

Field of knowledge: Pedagogy

Department: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught:

Lecturer/-s:



Module organization

Optatives

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|----------------------|-------|--|------|---|
| Audiology | 18,00 | Audiological assessment | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Introduction to Audiology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Medical Audiology | 6,00 | This elective is not offered in the academic year 24/25 |
| Neuropsychology | 18,00 | -Biology of human behavior | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Clinical Neuropsychology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Psychogerontology | 6,00 | This elective is not offered in the academic year 24/25 |
| Clinical Linguistics | 18,00 | Acoustic Phonetics | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Bilingualism and speech and language therapy | 6,00 | This elective is not offered in the academic year 24/25 |



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|------------------------------------|-------|---|------|---|
| Clinical Linguistics | | Methods of language analysis applied to speech and language therapy | 6,00 | |
| Work techniques | 18,00 | Documentation in health sciences | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Methodologies of professional skills for communication I | 6,00 | |
| | | Methodologies of professional skills for communication II | 6,00 | |
| Educational processes and contexts | 18,00 | Design and assessment of educational action plans | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Didactics and educational innovation | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Educational fundamentals and school organisation | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Teaching-Learning Processes in the Classroom: Techniques and Tools | 6,00 | This elective is not offered in the academic year 24/25 |
| Sign Language | 18,00 | Communication systems for the deafblind | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Spanish Sign Language I | 6,00 | This elective is not offered in the academic year 24/25 |



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|---------------|-------|--|------|---|
| Sign Language | | Spanish Sign Language II | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Spanish Sign Language III | 6,00 | This elective is not offered in the academic year 24/25 |
| Psychology | 18,00 | Clinical psychopathology and of health in children and adolescents | 6,00 | |
| | | Psychopathology in adults | 6,00 | |
| | | Psychopathology in children and adolescents | 6,00 | |

Recommended knowledge

None

Prerequisites

El itinerario de optatividad del Grado en Logopedia por la UCV es de 18 ECTS. El alumno podrá elegir tres de estas cuatro asignaturas, si opta por el itinerario completo, o por cualquiera de ellas si combina asignaturas de varios itinerarios.

Las horas asignadas a las actividades formativas presenciales y de trabajo autónomo se calculan, por lo tanto, a partir de 18 ECTS.



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 Identifies disciplinary problems and solves them through the development of different intervention plans
- R2 The student knows the procedure, in accordance with the regulations in force, for requesting guidance teams to identify and specify the specific educational support needs, the most appropriate form of schooling in each case and the authorisation to adopt extraordinary measures
- R3 The student identifies the functions and competences of the different professionals involved in the education of children with specific educational support needs from a collaborative perspective
- R4 The student generates learning/teaching situations in Primary Education, providing solutions that include the approaches, principles and basic ideas of competence-based learning
- R5 The student reasons the evolution of the construction of the contemporary educational system
- R6 The student reasons the historical evolution of pedagogical thought



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 |
| CG1 | Analysis and synthesis | | X | | |
| CG2 | Organize a work plan being able to carry it out within a specified period | | | | X |
| CG3 | Find, evaluate, organize and manage information systems | | X | | |
| CG4 | Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction | | | X | |
| CG5 | Make decisions and being responsible for them | | X | | |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| CE4 | Understand and integrate the educational foundations of speech therapy: teaching and learning processes | X | | | |
| CE5 | Understand and integrate the methodological foundations for research in Speech Therapy | X | | | |
| CE6 | To understand the fundamentals of the evaluation and diagnostic process. | X | | | |
| CE7 | To know and apply evaluation models, techniques and instruments | | X | | |
| CE11 | Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions | | X | | |
| CE14 | Understand the functions of speech therapy intervention: prevention, education, retraining, rehabilitation and treatment | | X | | |



| | | | | | | | | | |
|------|---|---|--|--|--|--|--|--|---|
| CE23 | Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language | | | | | | | | X |
| CE25 | Understand the organization of educational, health and social institutions | | | | | | | | X |
| CE30 | Knowing the performance and settings where practice is developed | | | | | | | | X |
| CE31 | Acquire or develop personal resources for intervention: social and communication skills, professional skills, and evaluation of their performance; observing techniques, dynamic techniques or those related to decision making | | | | | | | | X |
| CE32 | Using information technology and communication | | | | | | | | X |
| CE33 | Final project involving transversally applicable material; to be carried out in association with different subjects | X | | | | | | | |

| TRANSVERSAL | | Weighting | | | |
|-------------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CT1 | Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations | | X | | |
| CT2 | Critically evaluate own job performance and that of other professionals to improve results | | | X | |
| CT3 | Have the flexibility to work within teams integrated by other professionals belonging to the same field | | | X | |
| CT4 | Gain a commitment to ethics and deontology in their professional field | | X | | |
| CT5 | Recognize, analyze and obtain solutions to ethical problems in professional practice situations | | X | | |
| CT6 | Adapt to new situations arising in their profession | | | X | |
| CT7 | Having an open and flexible attitude to lifelong learning | | | | X |



Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3, R4, R5, R6 | 50,00% | Written exam |
| R1, R2, R3, R4 | 40,00% | Practical work assignments assessment |
| R1, R2, R3, R4, R5, R6 | 10,00% | Attendance and participation of in-person formative activities |

Observations

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5.

Note 1. If there is no such communication it's understood he/she accepts the evaluation criteria established by the Department for the on-campus modality and subsequent amendments will not be accepted unless good cause.

Note 2. In order to sum up percentages is essential to pass, in both modalities, each and every one of the assessment tools. Failure to follow the rules and deadlines for the completion of academic activities invalidate the note

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 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 On-Campus Class
- M2 Practical Class
- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|------------------------|--------------|-------------|
| ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1, M5, M6, M7 | R2, R3, R5, R6 | 24,00 | 0,96 |
| PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2, M4, M6 | R1, R4 | 12,00 | 0,48 |
| GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7 | R1, R2, R5 | 6,00 | 0,24 |
| SEMINAR. Supervised monographic sessions with shared participation M3 | R1, R2, R4, R5, R6 | 6,00 | 0,24 |
| OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M1, M2, M5 | R1, R2, R3, R4, R5, R6 | 9,00 | 0,36 |
| ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M8 | R1, R2, R3, R4, R5, R6 | 3,00 | 0,12 |
| TOTAL | | 60,00 | 2,40 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|------------------------|--------------|-------------|
| GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M1, M2, M6, M8 | R1, R2, R3, R4, R5, R6 | 36,00 | 1,44 |
| INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2, M4, M6, M8 | R1, R2, R3, R4 | 54,00 | 2,16 |
| 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 | Bases of current Education <ul style="list-style-type: none">• Concept and purposes of education• Anthropological foundation of education.• Different anthropological models such as foundation of educational action. |
| 2 | History of modern and contemporary education. <p>Educational theories</p> <ul style="list-style-type: none">• Rousseau's naturalism• The New School movement (Fröebel, Dewey, Montessori, Decroly) <p>Summerhill's libertarian stream</p> <ul style="list-style-type: none">• Theories of Deschooling: Illich and Reimer. <p>Homeschooling.</p> <ul style="list-style-type: none">• Marxist theories: Makarenko and Sujomlinski.• Personalized education: García Hoz• Finnish school |
| 3 | <p>Educational legislation. The education system Spanish</p> <ul style="list-style-type: none">• Introduction: terminology• The construction of the Spanish educational system: Law Moyano, General Law of Education, LODE, LOGSE, LOPEGCE, LOCE, LOE, LOMCE and LOMLOE |
| 4 | <p>The organization of schools in the framework of the School System</p> <ul style="list-style-type: none">• The ROF and other current decrees of the Conselleria d'Education of the GVA.• The governing and management bodies• PEC• Teaching coordination bodies• Operating regime. |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| 1 | 7,00 | 14,00 |
| 2 | 7,00 | 14,00 |
| 3 | 8,00 | 16,00 |
| 4 | 8,00 | 16,00 |



References

- Antúnez, S. (2006): El proyecto educativo de centro. Práctica y fundamento. Graó. Barcelona.
- Colom J.A: (2006): Teorías e instituciones contemporáneas de la educación. Ariel Barcelona.
- González Bertolín A. (2019). "En torno al pacto educativo en España". En Musaio, M. y Sanz, R. Desafíos educativos y reflexión pedagógica internacional. Educcat. Milano
- González Bertolín, A. (2015). De la Enseñanza Media de élite al Bachillerato del siglo XXI. Edetania. Estudios y propuestas socieducativas. nº 48, pp.101-115
- González Bertolín, A. y Sanz, R. (2016). Desafíos y tensiones del sistema educativo del siglo XXI: una mirada desde la pedagogía. Crónica. nº 1, pp. 3-17.
- González, M.T. et al. (2003): Organización y gestión de centros escolares. Dimensiones y procesos. Pearson. Madrid.
- Marina, J.A. (2015): Despertad al diádoco. Ariel. Madrid. Ministerio de Educación, Cultura y Deporte (2013): LOMCE. BOE nº295. Madrid.
- Monarca, H. (2010): Los fines de la educación. Narcea. Madrid. Negrín, O. (2004): Historia de la educación en España. Autores, textos y documentos. UNED. Madrid.
- Santos, M. (2002): Entre bastidores, El lado oculto de la organización escolar. Aljibe. Málaga

Complementary Bibliography

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- MARTÍN-MORENO, Q. (2006). Organización y dirección de centros educativos innovadores. El centro educativo versátil. McGraw-Hill. Madrid.
- PUELLES BENÍTEZ, M. (1999). Educación e ideología en la España contemporánea. Tecnos. Madrid.
- PUELLES BENÍTEZ, M. (2007). Política y educación en la España contemporánea. UNED. Madrid.
- VALLE, A. (2000). La pedagogía de inspiración católica. Síntesis. Madrid.