63143 - Optimization of skills in child and youth development

Información del Plan Docente

Academic Year	2017/18
Faculty / School	107 - Facultad de Educación
Degree	330 - Complementos de formación Máster/Doctorado 573 - Master's in Lifelong Lerning: Introduction to Research
ECTS	3.0
Year	XX
Semester	Half-yearly
Subject Type	Optional, ENG/Complementos de Formación
Module	---

1.General information

1.1.Introduction

Students will start investigating the development of children, adolescents and juveniles, and those who present both normal development and risk factors at birth (regardless of factors being biological: born premature, low birth weight, hypothyroidism, etc.; or psychosocial: abused, fostered children, marked cases of deprivation, etc.) and/or development disorders (impaired hearing, intellectual disability, autism spectrum disorder (ASD), specific language disorders (SLDs), attention deficit hyperactivity disorder (ADHD), etc.).

Research works into cognitive, psychomotor, linguistic, socio-emotional, etc., competences will be analysed, etc., in different development types and/or distinct socio-educational contexts; research works of the evaluation, diagnosis and intervention types conducted from the psycho-educational perspective (preventive, compensatory or optimiser types). Research works about the efficacy of the various psycho-educational interventions made will also be analysed.

The intention of professional competences is for students to be: 1) able to *observe, define and identify* the development requirements and problems that children, adolescents and juveniles can present; 2) capable of *analysing and interpreting* these requirements and problems; 3) capable of *designing and performing actions* to improve these people's development and their quality of life.

1.2.Recommendations to take this course

1.3.Context and importance of this course in the degree

1.4.Activities and key dates

2.Learning goals

2.1.Learning goals

1. Knowing how to evaluate the advantages and disadvantages presented by each methodology for a given project that centres on different types of development, typical and differential (risk factors and development disorders) by selecting the most suitable one for each case.
2. Knowing how to develop criteria to define relevant research objectives in different types of development.
3. Critically knowing and analysing relevant prevention, diagnosis and evaluation techniques to investigate different development types.

4. Being able to plan a research project about optimising different types of competences (cognitive, psychomotor, linguistic, etc.) in distinct development types and/or in various socio-educational contexts.

2.2.Importance of learning goals

3.Aims of the course and competences

3.1.Aims of the course

3.2.Competences

4.Assessment (1st and 2nd call)

4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

5.Methodology, learning tasks, syllabus and resources

5.1.Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on:

- Lectures.

- Review and analysis of research reports and materials.

- Elaboration of assignments / essays.

- Group discussion.

Further information regarding the course will be provided on the first day of class.

5.2.Learning tasks

The course includes the following learning tasks:

Activities	Hours	% Attendance
Lectures	6	100
Problem and case solving	18	50
Assignments / essays	18	0
Class presentations	2	100

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Autonomous work and Complementary readings	31	0

5.3.Syllabus

The course will address the following topics:

Topic 1. Current perspectives and new advances on the research fields of:

- Optimization of cognitive, psychomotor and linguistic competences in different developmental courses and / or in different socio-educational contexts.

- Typical development in childhood and adolescence.

- Risk factors in development: biological and psychosocial risk.

- Developmental Disorders: hearing impairment, intellectual disability, autism spectrum disorder (ASD), Specific language impairment, attention deficit hyperactivity disorder (ADHD) ...

Topic 2. Assessment of psycho-pedagogical intervention programs in the different developmental courses: typical and differential development (risk factors and developmental disorders).

5.4.Course planning and calendar

For further details concerning the timetable, classroom, dates and places of exams and further information regarding this course please refer to the "Facultad de Educación" website http://educacion.unizar.es/

For those students who do not pass the continuous assessment, dates and places of the final exams are available on the following webpage:

http://educacion.unizar.es/inf_academica_Master_aprendizaje.html

This course has a Moodle (virtual platform) course. Students can access this course with their academic account and password.

https://moodle.unizar.es/

5.5.Bibliography and recommended resources

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Bibliography can be consulted in:

http://psfunizar7.unizar.es/br13/egAsignaturas.php?id=10877

[BB: Basic Bibliography / CB: Complementary Bibliography]

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