

DEGREE	FALL SEMESTER			SPRING SEMESTER		
	SUBJECTS	Prof.	ETC	SUBJECTS	Prof	ETCS
ME PM EI <sup>1</sup>	3101G00139 Integrated learning of languages and content	C. Siques	3	3101G00032 Teaching foreign languages (consolidation 3-12)	J. Waddington	3
	3101G00035 Oral expression workshop		3	3101G00145 Society, family and school. Technologies	M. Peracaula	6
	3101G00031 Writing workshop	C. Siques	3	3101G00034 English pronunciation in the classroom		3
	3101G00146 English for academic and professional	M. López	5			
	3101G00036 English Culture	J. Waddington	3			
	3101G00033 Children's literature	J. Waddington	3			
MEP	3101G03035 English: Competency-based learning	J. Waddington	5			
Social Work / Social education	3101G06072 Social Policy in the European Union	A. Kyriacou	3	3101G02029 Communication strategies and techniques for people with disabilities	M. Montero	3
	3101G06037 The roma community	O.Prieto	3	3101G02008 Socio-educational action in the aging	A. del Valle	3
Psychology	3101G01017 Introduction to human ageing: normal and pathologic ageing	A. del Valle	3	3101G01067 Psychology of groups and organizations	M. González	6
				3101G01053 Students with developmental disabilities: psychoeducative treatment	F. Sidera	3
				3101G01042 Social problems and social risk in childhood	C. Montserrat	3
Pedagogy	3101G0502738 Learning difficulties	E. Argelagós	3			
<b>Total</b>			<b>37</b>			<b>30</b>

<sup>1</sup> DEGREE IN PRIMARY TEACHERS EDUCATION (MEP) / EARLY YEARS TEACHERS EDUCATION (MEI)

DEGREE IN PRIMARY TEACHERS EDUCATION / EARLY YEARS TEACHERS EDUCATION

- **Children's literature (3101G00033)** *Literatura Infantil*. This subject aims both at developing students' awareness of the role of stories, fairy tales and literature for children, and also at developing a liking for storytelling and books. It also covers a survey of literature for children in English-speaking countries, and resources for telling stories to children in the English classroom.
- **English culture (3101G00036)** *Cultura anglesa*. This subject aims at encouraging students' awareness of the varieties of English spoken around the world and how they have come to be. It gives practical answers to question such as whether there is a correct way to speak English or why British English is different from American English or even why proverbs continue to show a distinct perception of life. Teachers of English should not only know about the language in terms of vocabulary, but should also know about its social and cultural background. This subject offers a general view of the history of the language and the social history of English-speaking peoples as they spread all over the world.
- **English for academic and professional purposes (3101G00146)** *Anglès per a usos acadèmics i professionals*. Search, selection and use of information in the adequate sources Interpretation and discussion techniques Oral Expression and speeches. Written Expression. Register and different types of text. Production of texts in different types of languages. ICT Foreign language for use and communication: English or French
- **English pronunciation in the classroom (3101G00034)** *La pronunciació de l'anglès a l'aula*. This subject aims to build awareness and concern for pronunciation and learn to build primary children's confidence and help them to get used to 'sounding English'. A reflection and practice on the educational purpose of teaching English pronunciation to young children will also be taken into account. Students will also have to search for resources related to pronunciation and create their own material.
- **English: Competency-based learning (3101G03035)** *Anglès: aprenentatge per competències*. The primary curriculum. Interdisciplinarity. The educational project/Innovation and curriculum development. The interaction in the classroom. Basic skills assessment. Expression and oral and written communication in English Teaching/ learning of English
- **Integrated learning of languages and content (3101G00139)** *Aprenentatge integrat de llengües i continguts*. The course aims to learn the basic principles of CLIL classroom practice in primary school as well as the preparation and evaluation of materials for its implementation.
- **Oral expression workshop (English/French) (3101G00035)**. *Taller d'expressió oral*. This subject aims to improve the oral skills of the students, delving deeper into some aspects of oral discourse and into the appropriate use of the prosodic features of the language. A reflection on how to use these oral skills into the primary classroom will also be carried out. There will be individual, pair and group oral work activities. Students will have to present a topic in class and will also have to participate in an online project. Although the course aims to enhance oral fluency and accuracy in English, students need a previous good command of the language in order to participate in all the classroom activities.
- **Teaching foreign languages (consolidation 3-12) (3101G00032)** *Didàctica de la llengua estrangera (aprofundiment 3-12)* This subject aims to develop skills in order to become a good professional in the teaching of English as a foreign language at infant and primary level. Participants will attain knowledge on course design, classroom management and the use and selection of textbooks in the English class.
- **Writing workshop (English, French) (3101G00031)** *Taller d'expressió escrita*. This subject aims to improve students' reading and writing skills. It aims to give students a basic knowledge of the main principles of writing when teaching English as a foreign language in primary school. Students will need to design and evaluate activities for foreign language learners' participation

and understand writing as an effective and motivating tool of expression and communication. A previous good command of the language will be needed.

- **Society, family and school. Technologies (3101G00145)** *Societat, família i escola. Tecnologies.* Social impact and educational audiovisual languages and screens.

### DEGREE IN SOCIAL EDUCATION/ DEGREE IN SOCIAL WORK

- **Communication strategies and techniques for people with disabilities (3101G02029)** *Estratègies i tècniques de comunicació amb persones amb discapacitat.* Alternative and Augmentative Communication Systems for people with mild, severe and profound learning difficulties. Communication systems for people with autism and other related conditions.
- **Socio-action in the field of aging (3101G02008)** *To offer an overview of the phenomenon of aging and its impact on societies, as well as equipment, services and facilities established for this group. It also includes the analysis of social and psychological factors that affect this stage of life for seniors and their families, so that the teacher can intervene in specific situations and action plan for the sector population.*
- **Social policy in the European Union (3101G06072)** *Polítiques socials a la Unió Europa.* This subject aims to introduce social policies by both the European Union as a supranational institution and its member states. The analysis includes a review of policies in the areas of inequality, health, education, employment and pensions. The emphasis is on comparative analysis. Specific programs and activities of health education in the different areas of intervention of the social educator. Methodologies and intervention strategies of health promotion at individual, group and community levels. Promotion of health and social education.
- **The roma community (3101G06037)** *El poble gitano.* Although the class will be taught entirely in English (lectures and readings as well), students may speak and work in the language they decide in class and in their essays. The professor will facilitate comprehension of classes through the translation into Catalan of power point slides shown in class. Through the degree courses, students have explored practical issues and examples related to the Roma people often. But any of them has explored yet in deep the reality of the Roma. Many things remain still unknown such as their origins, the distinction between the myth -built by the mainstream society- and the reality of the Roma people, as well as others. Thus, it becomes relevant not only to know more on the history and the main features of the different Romani constituencies. It is also key for understanding better our society and learning on how to foster social change. The main aims of this subject are the following: - To understand the complexities of the Roma people. - To adequately discern and promote critically thinking between the existing myths on the Roma and the reality. - To comprehend, analyse and critically identify exclusive and inclusive patterns in order to promote Romani inclusion specifically and social cohesion more broadly.

### DEGREE IN PSICOLOGY

- **Introduction to human ageing: normal and pathologic ageing (3101G01017)** *Introducció a la clínica de l'envelliment: envelliment normal i envelliment patològic.* 1. Concept of aging. Significance in modern society 2. Identifying the needs of the elderly. 3. Define the concepts of normal aging and pathological aging. 4. Approach to major psychopathological disorders (risk factors) 5. Administration and evaluation of psychological tests 6. Approach to the skills, knowledge and attitudes necessary to intervene from a psychological perspective in aging stage.
- **Psychology of groups and organizations (3101G01067)** *Psicologia dels grups i les organitzacions.* Psychology of groups: group structure, group networks of communication, inter-group relationships, processes of categorical differentiation. Groups focused on the task. Psychology of organisations: types of organisations, interaction person-organisation, power, leadership and

decision-making, the change of the organisational culture, psychological assessment in organisations, psychosocial intervention in labour and organisations.

- **Social problems and social risk in childhood (3101G01042)** *Problemes socials de la infància i risc social*. 1. Childhood and evolution of social problems: a historical perspective. 2. Legal and political framework regarding children rights and child protection. 3. Risk, protection, needs, vulnerability and resilience. 4. Introduction to child abuse and neglect. 5. Introduction to the juvenile justice system. 6. The decision-making process in the child protection system 7. The rights of children in public care.
- **Students with developmental disabilities; psychoeducative treatment (3101G01053)** *Alumnes amb trastorns del desenvolupament: intervenció psicoeducativa*. The contents of the subject will be the following: 1. Concept and general aspects of the educational intervention in terms of support. The assessment of special educational needs and the education of children with developmental disorders. Assessment documents, curriculum proposals, and supporting teaching and learning practices. Functions and areas of intervention of the educational psychologist in the formal educational system. 2. Language disorders. AAC systems Assessment of needs and intervention. 3. Children with Autism Spectrum Disorders. Evaluation of school needs and intervention. 4. School intervention in students with intellectual disability and giftedness. 5. Visual and hearing impairment. Intervention guidelines for educational support. 6. Students with motor disorders. Typologies and heterogeneity factors. Aspects in the assessment of educational needs. Empowering educational intervention. Specific supports.

#### **DEGREE IN PEDAGOGY**

- **Learning difficulties (3101G05038)** *Dificultats d'aprenentatge*. This subject intends to introduce students into the broad field of learning difficulties, especially in the school environment. Also called specific learning difficulties, the following will be treated: Dyslexia, Dysgraphics, Discourse, Dyspraxia, Dysphasia or Language Specific Disorder, Attention Deficit Disorder with or without Hyperactivity (TDA (H)). An important objective of this subject is to identify and describe each of these learning difficulties, as well as design, develop, analyze and evaluate educational intervention programs in school and family contexts.