COURSE DATA

DATA SUBJECT

Code: 46934
Name: ICT Applications in Hearing and Language
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	TIC, Adquisición del Lenguaje y Expresión Musical en Audición y Lenguaje	ELECTIVES

COORDINATION

GALIANA SANCHIS JOAQUIN

SUMMARY

At this subject announce the resources that offers the tech for the attention at students that present functional diversity or disorders at the acquisition of the language or at the audition. For this, will be priority objective of this matter revise the software developed for the intervention at difficulties at the acquisition, realization or normal expression of the language talked or brief, disorders of the speech or the voice and disorders of the audition. Likewise, they analyse distinct technical aids related with the Communication Augmentative and/or Alternative that permit the communication at who present serious and grave difficulties that impede the ones the communication with speech.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Ken of use of computer and have operating system of Windows and the Microsoft Office.

COMPETENCES / LEARNING OUTCOMES

2276 - Master's Degree in Special Education

Be able to design, apply and evaluate assistive technologies, authoring languages and/or alternative and/or augmentative communication systems.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

Know the ethical principles of professional action in the field of specific educational support needs.

DESCRIPTION OF CONTENTS

1. The Tics at the intervention at disorders of the oral language and brief.

The multimedia apps at the intervention of the disorders of the oral language and brief: expressive Level

2. Technological resources for the intervention at disorders of the speech and the voice.

Displays of the speech. Concept. Fundamental characteristics. The displays of the speech for the intervention at disorders of the speech and the voice.

3. Techs for the intervention at disorders of audition.

Technological resources for the intervention at disorders of the audition. Prosthesis and technical aids. Apps for development of the oral language and the reading of lips. Apps for Language of signs. Apps for communication bimodal and the word complemented.

4. Techs of support for persons with grave problems of communication.

Techs of aid. Techs of fit at the computer. Alternative systems and/or augmentatives of communication (SAAC). Communicators: concept and classification. Voice digitized and synthesized. Resources dAPPs for the communication.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	**30,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	10,00
Preparation of lessons	0,00
Preparation for assessment activities	14,00
Resolution of case studies	0,00
Total hours	**54,00**

TEACHING METHODOLOGY

Participatory masterly lesson

Work at specific classrooms

Learning based at problems

Tutorial Academic

Work at band and cooperative

Exposure, debate and coordination

EVALUATION

The appraisal of the subject will consider the following areas:

Delivery of individual works on the contents of each motif: 40%

Delivery of works groups on the contents of each motif: 40%

Self-evaluation individual: 10%

Supervision of the work individual and graupel at the sessions: 10%

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of
Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- Arnaiz, P.; Gracia, Mª D. y Soto F.J. (Coords.) (2017) Tecnología accesible e inclusiva: logros, resistencias y desafíos. Murcia: Consejería de Educación, Juventud y Deportes. http: //diversidad.murciaeduca.es/publicaciones/tecno2017/ Iza, M. (2002). Recursos Tecnológicos en logopedia. Archidona: Aljibe Cabero Almenara, Julio y Fernando García Jiménez (coords.), Realidad aumentada, Madrid, Síntesis, 2016. Barroso Osuna, Julio y Julio Cabero Almenara (coords.), Nuevos escenarios digitales, Madrid, Ediciones Pirámide, 2013. Balagué, Francesc y Felipe Zayas, Usos educatius dels blogs. Recursos, orientacions i experiències per a docents, Barcelona, UOC, 2007. Galiana, J. i altres Utilización de las TIC en alumnos con necesidades específicas de apoyo educativo (NEAE). Diagnóstico y diseño de aprendizaje y evaluación. González, G. (2006). Logopedia escolar digitalizada. Informe ISFTIC nº 18. Ministerio de Educación, Política Social y Deporte. Nieto Arzuaga, M. (2021). Uso de las herramientas TIC en la adquisición de la lectoescritura en niños con Parálisis Cerebral. Toledo Barroso, F. J. (2021). Las TIC y la discapacidad auditiva: ¿Cómo está la situación?

- Izaguirre, E. D. P., Abásolo, M. J., & Collazos, C. A. (2023). Aplicación móvil y colaborativa para enseñar la lectura labial a niños sordos. Campus Virtuales, 13(1), 25-33. Ferrer García, M., Portal Denis, N. M., Gonzalez Rodríguez, L. S., & Castillo Albalat, N. (2023). Las Tecnologías de la Información y la Comunicación para la logofonoaudiología. Edumecentro, 15. Paniagua-Martín,

D., Álvarez, M. I. C., & Santamaría, V. G. Revista de Investigación en Logopedia. Castro, A. M. P. (2022). El uso de los recursos tecnológicos como facilitadores del aprendizaje en la atención a la diversidad. Espiral. Cuadernos del Profesorado, 15(31), 71-8 http: //informaticaparaeducacionespecial.blogspot.com.es http://www.lagares.org Página personal de Jordi Lagares con software gratuito para descargar. www.ceapat.org Ceapat Centro de Referencia Estatal de Autonomía Personal y Ayudas Técnicas. www.catedu.es/arasaac Portal ARASAAC. El portal Aragonés de la Comunicación Aumentativa y Alternativa reúne pictogramas, imágenes,materiales y software http://diversidad.murciaeduca. es/publicaciones/tecno2017/contenido.html http://ares.cnice.mec. es/informes/18/contenidos/indice.htm http://xigasanchis.blogspot.com/