



IDENTIFYING DATA

Pedagogical foundations of special education

Subject	Pedagogical foundations of special education			
Code	O05G110V01909			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	Galician			
Department				
Coordinator	Fernández Guerra, Ernesto			
Lecturers	Fernández Guerra, Ernesto			
E-mail	efguerra@uvigo.es			
Web				
General description	<p>(*)A materia de Bases Pedagóxicas da Educación Especial é optativa de 4º curso no plan de estudos da titulación de Grao de Educación Infantil, polo que trata de complementar a formación sobre a conceptualización do eido educativo que trata e dos suxeitos con necesidades específicas de apoio educativo. No mesmo senso, as tomas de decisión, o manexo de recursos e instrumentos axeitados e a interiorización de pautas de intervención educativas máis idóneas para facilitar a aprendizaxe van ser os aspectos esenciais que se traballarán nesta materia.</p> <p>Consideramos que o mestre de Educación Infantil debe adquirir unha serie de competencias para poder implementar unha axeitada resposta educativa segundo as necesidades específicas de apoio educativo presentadas polo alumnado tendo presente o marco dunha escola inclusiva.</p>			

Competencies

Code	
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
B1	Know the objectives, curricular content, and the evaluation criteria in Primary Education.
B3	Design and regulate learning spaces within diversity contexts to meet students' singular educational needs, gender equality, equity and respect for human rights.
B4	Promote coexistence in and out of the classroom and address peaceful resolution of conflicts. Know how to systematically follow learning and coexistence contexts and reflect on them.
B6	Know how language evolves in early childhood, learn to identify possible problems and assure adequate evolution. Effectively address language learning situations in multicultural and multilingual contexts. Oral and written expression, as well as mastery in the use of the different expression techniques.
B9	Knowledge of how primary schools are organised and the different actions that comprise their operation. Assume that the practice of teaching has to be improved and adapted to the scientific, pedagogical and social changes throughout life.
B11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
B12	Understand the role, possibilities and limits of education in today's society and the core competencies affecting higher education schools and their professionals. Know the quality improvement models that can be applied to educational centres.
C4	Know how to identify stages and their cognitive, psychomotor, communicative, social and affective characteristics.
C6	Know the pedagogical dimension of interaction with peers and adults and learn how to promote participation in group activities, cooperative work and individual effort.
C7	To identify learning difficulties, cognitive and attention-related malfunctions.
C8	Know how to inform other professional specialists regarding centre and teacher collaboration in catering to the special educational needs that may arise.
C9	Acquire resources to promote educational integration of students with difficulties.
C10	Create and maintain communication ties with families to effectively influence the educational process.
C19	Understand that the daily dynamics in primary education is changeable depending on each student, group and situation and learn to be flexible in the teaching practice.

- C21 Ability to work in a team with other professionals from both inside and outside the centre, to provide attention
 Procedure-based to every student, and to plan learning sequences and organise work situations in the classroom and playground, by identifying the specific characteristics of the 0 to 3-year-old and the 3 to 6-year-old age brackets.
- C22 Cater to students' needs and transmit safety, peace of mind and affection.
- C30 Participate in the preparation and follow-up of primary education projects within the school's framework of projects, and through collaboration with the region and with other professionals and social agents.
- C32 Value the personal relationship with each student and his/her family as a factor of educational quality.
- D2 Capacity for organisation and planning
- D3 Oral and written communication
- D5 Knowledge of informatics
- D6 Information management capacity
- D7 Troubleshooting
- D8 Decision-making
- D9 Team Work
- D10 Work in an international context
- D11 Skills in interpersonal relations
- D12 Critical reasoning
- D13 Critical reasoning
- D14 Ethical commitment
- D15 Autonomous learning
- D16 Adaptation to new situations
- D17 Creativity
- D18 Leadership
- D19 Knowledge of other cultures and customs
- D21 Motivation for quality
- D22 Awareness of environmental issues

Learning outcomes

Expected results from this subject	Training and Learning Results		
(*)	B4 B6	C4 C6	D3 D5 D6 D8 D12
(*)Analizar os diversos modelos de escolarización para os alumnos/as con necesidades específicas de apoio educativo, atendendo ós seus déficits e necesidades.	B3 B9	C21	D2 D8 D10 D11 D12
(*)Conceptualizar, analizar e describir as variables implicadas nos procesos de E-A, así como a súa posible incidencia nas diversas alteracións do mesmo.	B1	C8 C9 C10 C19	D2 D8 D16
(*)Desenvolver actitudes positivas cara as persoas con discapacidade, dende unha perspectiva de normalización e integración.	B11 B12	C22	D12 D14
(*)Adquirir unha actitude responsable, como futuro docente, na educación dos discentes atendendo ás súas necesidades específicas utilizando estratexias de comunicación, interacción e de traballo en equipo interprofesional para afronta-la ensinanza en contextos de diversidade.		C21	D9 D12 D13 D14 D15
(*)Coñecer e deseñar respostas educativas segundo os modelos teóricos básicos de resposta á diversidade na aula e centro empregando avtitudes positivas cara o alumnado con necesidades específicas de apoio educativo.	A4 B3	C21	D2 D9 D12 D17 D18 D19
(*)Comprender a natureza e problemas didácticos, organizativos e formativos que afectan á educación cando se enfrenta a situacións de diversidade, desigualdade e heteroxeneidade.		C19	D7 D8 D12
(*)Coñecemento e aplicación axeitada de instrumentos de identificación de necesidades específicas de apoio educativo e intervencións máis usuais no campo da Educación Especial, así como as estratexias psicopedagóxicas máis axeitadas en cada caso.	A4	C7 C21 C22 C30 C32	D6 D8 D9 D12

(*)Coñece-los recursos do sistema educativo para dar resposta á necesidades específicas de apoio educativo.

B1

D7
D12
D16
D21
D22

Contents

Topic	
Block I.	1. Bases gives Special Education: concept, educative needs especiais, normalization, integration...
Conceptual bases and frames of performance	2. Attention to diversidade, model inclusivo stop to attention á diversidade. 3. Escolarización and resposta ás educative needs from contexts inclusivos. 4. Reforzo and adaptacións curriculares (deseño, desenvolvemento, avaliación)
Block II.	5. The educative needs refered the difficulties of learning.
Processes of intervention in people with educative needs	6. The educative needs refered to situations of educative disadvantage. 7. The educative needs refered the high capacities. 8. The educative needs refered the mental delay. 9. The educative needs refered the visual difficulties. 10. The educative needs refered the difficulties auditivas. 11. The educative needs refered the difficulties motóricas. 12. The educative needs refered the psychic difficulties and conductuales.

Planning

	Class hours	Hours outside the classroom	Total hours
Presentation	10	0	10
Seminars	2.5	0	2.5
Lecturing	10	34.5	44.5
Mentored work	15	32	47
Mentored work	12	11	23
Portfolio / dossier	1	0	1
Problem and/or exercise solving	2	20	22

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Presentation	(*)Exposición por parte do alumnado ante o docente e/ou un grupo de estudantes dun tema sobre contidos da materia ou dos resultados dun traballo, exercicio, proxecto... Pódese levar a cabo de maneira individual ou en grupo.
Seminars	(*)Entrevistas que o alumno mantén co profesorado da materia para asesoramento/desenvolvemento de actividades da materia e do proceso de aprendizaxe.
Lecturing	(*)Exposición por parte do profesor dos contidos sobre a materia obxecto de estudo, bases teóricas e/ou directrices dun traballo, exercicio ou proxecto a desenvolver polo estudante.
Mentored work	(*)O estudante, de maneira individual ou en grupo, elabora un documento sobre a temática da materia ou prepara seminarios, investigacións, memorias, ensaios, resumos de lecturas, conferencias, etc. Xeralmente trátase dunha actividade autónoma do/s estudante/s que inclúe a procura e recollida de información, lectura e manexo de bibliografía, redacción...
Mentored work	(*)O estudante desenvolve exercicios ou proxectos na aula baixo as directrices e supervisión do profesor. O seu desenvolvemento pode estar vinculado con actividades autónomas do estudante.

Personalized assistance

Methodologies	Description
Seminars	

Assessment

Description	Qualification	Training and Learning Results

Presentation	(*) Avaliación da exposición por parte do alumnado ante o docente e/ou un grupo de estudantes dun tema sobre contidos da materia ou dos resultados dun traballo, exercicio, proxecto... Pódese levar a cabo de maneira individual ou en grupo.	10	A4		D2 D12
Mentored work	(*)Avaliación dos exercicios e proxectos realizados baixo a supervisión do profesor.	40		B1 B3	D12
Mentored work	(*) Avaliación dos traballos realizados e entregados polos alumnos/as	20	A4	B3 C21	D2 D7 D8 D9 D12
Problem and/or exercise solving	(*)Os alumnos deben realizar unha proba de exame de resposta corta en base os coñecementos teóricos e prácticos da materia	30	A4	B3	D7 D12

Other comments on the Evaluation

The evaluation that proposes is an evaluation multicriterio, is to say, an evaluation that admits proposals of assessment in all the activities that carry out (theoretical knowledges, practical, works, examination, ♦) allowing an evaluation that suppose an integral assessment of the student/to.

Criteria to surpass the subject:

-Alumnado Assistant: understand by alumnado assistant that that assists with regularity to the kinds (mínimo a 80%). This will have to take part in the modalidades indicated in the apartado of Evaluation and will be indispensable condition to surpass the subject obtain in each one of them like minimum the half of the punctuation.

-Alumnado No assistant: understand by alumnado no assistant that that does not assist with regularity to the kinds (fault more of a 20%). This will have to realize an examination in which go in all the contents of the subject, included the abordados in the practical works. It will be indispensable condition to surpass the subject obtain like minimum 5 points.

Second announcement:

The no purchased competitions in the first announcement will be evaluated in the second (July). Of not surpassing this last announcement will not save the punctuations obtained. It answers to the same exigencias and proofs realized in the first announcement.

You date examinations:

Consult <http://educacion-ou.Webs.uvigo.It> is/educacion-or/web/index.php/Degree-educacion-childish/time

Sources of information

Basic Bibliography

ARNÁIZ, P., **Escuelas eficaces e inclusivas: como favorecer su desarrollo.**, Siglo XXI, 2012

CANO, R. (Coord.), **Bases Pedagógicas de la Educación Especial. Manual para la formación inicial del profesorado.**, Biblioteca Nueva, 2003

GALLEGO ORTEGA, J.L. y RODRÍGUEZ FUENTES, A., **El reto de una educación de calidad en la escuela inclusiva.**, Vol 48, nº1 revista portuguesa de pedagogía. Unive, 2014

GALLEGO, J. L. y RODRÍGUEZ, A., **Bases teóricas y de investigación en educación especial.**, Pirámide, 2005

KYRIAZOPOULO, M. y WEBER, H. (eds.), **Agencia Europea para el desarrollo de la EE**, Odense, 2009

Complementary Bibliography

AA.VV., **La intervención en educación especial: propuestas desde la práctica.**, CCS, 2006

DEUTSCH-SMITH, D., **Bases psicopedagógicas de la educación especial: enseñando en una época deoportunidades.**, Pearson Alhambra, 2007

ECHEITA SARRIOMANDIN, G., **Educación para la inclusión o educación sin exclusiones**, Narcea, 2006

ESTRELLA, E., **Nuevas tecnologías aplicadas a la educación especial. Tutorial Formación**, S.L.L., Editorial Formación, S.L.L., 2007

FERNÁNDEZ BATANERO, J.M., **Estrategias prácticas educativas eficaces para la inclusión educativa.**, Archivos analíticos de políticas educativas., 2010

FERNÁNDEZ BATANERO, J. M., **A la búsqueda de elementos diferenciadores que aumentan los resultados y expectativas e alumnos en riesgo de exclusión educativa.**, Revista de educación nº 355, 2011

FONTAO, M.P. y MARTINEZ SUAREZ, E., **FONTAO, M.P. y MARTINEZ SUAREZ, E. (2010). Una medida innovadora para la atención a la diversidad: la adaptación curricular por competencias.**, Innovación Educativa nº 20, 2010

GALLEGO ORTEGA, J.L. y RODRÍGUEZ FUENTES, A., **Bases teóricas y de investigación en educación especial.**, Pirámide, 2012

GONZÁLEZ FONTAO, M. P. y MARTINEZ SUAREZ, E., **Propuestas de mejora para inclusión educativa: las medidas de la atención a la diversidad en el contexto gallego.**, 22, Innovación Educativa, 2012

GONZALEZ FONTAO, M. P., **Construyendo una escuela inclusiva.** Innovación Educativa, Nº, Innovación Educativa nº 21, 2011

GUINEY, D.; OBRIEN, T., **Atención a la diversidad en la enseñanza y el aprendizaje. Principios y práctica.**, Alianza Editorial, 2003

HERNANDEZ, A., **Aspectos generales y legislación internacional sobre educación especial.**, Impredisur, S.L., 2008

LOPEZ SÁNCHEZ, M., **La dignificación del alumnado con necesidades educativas especiales.**, Grupo Editorial Universitario, 2006

LUQUE PARRA, D.J., **Orientación educativa e intervención psicopedagógica en el alumnado con discapacidad: análisis de casos prácticos.**, Aljibe, 2006

MARTIN, E.J., **Programación didáctica de una aula muy especial.**, Tutorial Formación, S.L.L., 2008

PUIGDELLIVOL, I., **La educación especial en la escuela integrada: una perspectiva desde la diversidad.**, Graó, 2007

SÓLA MARTINEZ, T.; LÓPEZ URQUIZAR, N. y CÁCERES RECHE, M^a. P., **Perspectivas didácticas y organizativas de la educación especial.**, Grupo Editorial Universitario, 2006

THOMAS, G; LOXLEY, A., **Reconstrucción de la educación especial y construcción de la inclusiva.**, Editorial La Muralla, S.A., 2007

Recommendations

Contingency plan

Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===

- * Teaching methodologies maintained
- * Teaching methodologies modified
- * Non-attendance mechanisms for student attention (tutoring)
- * Modifications (if applicable) of the contents
- * Additional bibliography to facilitate self-learning
- * Other modifications

=== ADAPTATION OF THE TESTS ===

* Tests already carried out
Test XX: [Previous Weight 00%] [Proposed Weight 00%]

...

* Pending tests that are maintained
Test XX: [Previous Weight 00%] [Proposed Weight 00%]

...

* Tests that are modified
[Previous test] => [New test]

* New tests

* Additional Information
