



IDENTIFYING DATA

Educational and organisational aspects of special education

Subject	Educational and organisational aspects of special education			
Code	O05G120V01934			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	Galician			
Department				
Coordinator	Fernández del Río, Ana Belén			
Lecturers	Fernández del Río, Ana Belén			
E-mail	afdel.rio@uvigo.es			
Web				
General description	The title of this matter is *originario of the Title of Teacher, speciality of Special Education, approved by the Royal decree 1440/1991 (*B.lo.And., OF 11 October). Also they are *originarios his contents. Both, matter and contents, are recovered how matter **optativa for the Degree of Education in the Quotation of Special Education. It gives the circumstance that this quotation in the quoted Degree is only in the 50 Spanish Universities that give this title. With her it would treat to access to the knowledge of the didactic and organisational models related with the special educational needs.			

Training and Learning Results

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
A5	Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.
B1	Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge that encompasses the teaching and learning procedures.
B3	Effectively address language learning situations in multicultural and multilingual contexts. Encourage reading and critical appreciation of texts from the various scientific and cultural domains contained in the syllabus.
B4	Design and regulate learning spaces in diversity contexts, to address gender equality, equity and respect for human rights that constitute the values of citizenship training.
B6	Know how primary education schools are organised and the diversity of actions in their operation. Perform functions of mentoring and guidance to students and their families, addressing the singular learning needs of students. Assume that the performance of teaching needs to be refined and adapted to scientific, pedagogical and social changes throughout life.
B9	Appreciate individual and group responsibility for achieving a sustainable future
B11	Know and apply the information and communication technologies in classrooms. Selectively discern audio-visual information that contributes to learning, civic training and cultural wealth.
B12	Understand the role, possibilities and limits of education in today's society and the key competencies that affect the primary education schools and their professionals. Know quality improvement models that can be applied to educational centres.
C1	To understand the learning processes in the 6-12 age range in the family, social and school contexts.
C2	To know the characteristics of these students, as well as the characteristics of their motivational and social contexts.
C3	To be familiar with and master the knowledge required to understand the personality development of these students and identify malfunctions.

C4	To identify learning difficulties, report them and cooperate in their treatment.
C6	To identify and plan the resolution of educational issues affecting students with different abilities and different learning paces.
C7	To analyze and understand the educational processes that are specific of the 6-12 age range inside and outside the classroom.
C8	To know the fundamentals of Primary Education.
C9	To analyze teaching practices and the institutional conditions framing them.
C18	To participate in the planning of the educational project and in the ordinary activities of the school, according to criteria of quality management.
C19	To know and to be able to apply the basic techniques of research in education and to be able to design innovation projects, identifying assessment indicators.
C21	To know the functions and play the role of tutor and advisor with families in the 6-12 age range.
C22	To establish links between the education system and its social milieu and cooperate with the families and the community.
C61	To acquire practical knowledge about the classroom and its management.
C62	To know and apply the processes of interaction and communication in the classroom and master the social skills and abilities required to create an atmosphere in the classroom conducive to facilitating learning and respectful coexistence.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D3	Oral and written communication in the native language.
D5	Knowledge of computing related to the field of study
D6	Capacity for information management
D7	Troubleshooting
D8	Decision-making
D9	Team work
D10	Work in an interdisciplinary team
D12	Skills in interpersonal relationships
D13	Recognition of diversity and multiculturalism
D14	Critical reasoning
D15	Ethical commitment
D16	Autonomous learning
D17	Adaptation to new situations
D18	Creativity
D19	Leadership
D21	Initiative and an entrepreneurial spirit
D22	Motivation for quality

Expected results from this subject

Expected results from this subject	Training and Learning Results			
Know the aims, contents *curriculares and criteria of evaluation of the Childish and Primary Education	A1 A5	B1 B6	C1 C2 C8 C18 C21	D2 D5 D6
Qualify to the educational so that they learn to promote and facilitate the learnings in the first infancy, from a perspective *globalizadora and *integradora of the different cognitive dimensions, emotional, *psicomotora and *volitiva.	A2		C1 C3 C9	D1 D6 D13
Design and regulate spaces of learning in contexts of diversity that attend to the singular educational needs of the students, to the equality of gender, to the equity and to the respect to the human rights.	A3	B3	C4 C6 C21	D13 D17 D19 D22
Provide to the students and to the students resources to boost the *convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and *convivencia and know *reflexionar on them.	A3	B4	C7 C22 C61	D10 D12 D18
Promote suitable strategies so that in his future educational practice the students and the students can *reflexionar in group on the acceptance of norms and the respect to the other. Promote the autonomy and the singularity of each student like factors of education of the emotions, the feelings and the values in the first infancy.	A3	B9 B11	C9 C22	D3 D9 D15 D16 D21
Know the organisation of the schools of childish and Primary Education the diversity of actions that comprises his operation. Assume that the exercise of the educational function has to perfect and adapt to the scientific changes, pedagogical and social to the long of the life.	A3	B11	C1 C19	D1 D8 D14

*Reflexionar On the practices of classroom for *innovar and improve the educational work.	A3	B1	C9	D2
Purchase habits and skills for the autonomous and cooperative learning and promote it in the students.	A4	B11	C22 C62	D9 D17
Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of Childish and Primary Education and to his professionals. Know models of advance of the quality with application to the educational centres.	A3	B12	C1 C22	D6 D7 D8 D13

Contents

Topic

1. The context of the Special Education. -
2. Regulatory principles of the Special Education. -
3. Main specific educational needs. -
4. Didactic modalities for the attention to the special educational needs. -
5. The Adaptations of the Curriculum in the different levels *curriculares. -
6. Organisational modalities for the attention to the specific educational needs. -
7. Organisational structure to attend the diversity. -
8. The professionals of the Special Education. -
9. The organisation of material resources in the Special Education. -
10. The family and the educational community how agents of integration. -

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	4	6
Lecturing	8	16	24
Collaborative Learning	6	12	18
Case studies	4	8	12
Presentation	6	16	22
Mentored work	16	32	48
Autonomous problem solving	2	17	19
Objective questions exam	1	0	1

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

Methodologies

	Description
Introductory activities	Activities directed to take contact and gather information on the students, as well as to present the matter.
Lecturing	Exhibition by part of the professor/to of the contents on the matter object of study, theoretical bases and/or guidelines of a work, exercise that the/the student has to develop.
Collaborative Learning	It comprises a group of procedures of education that split of the organisation of the class in small mixed and heterogeneous groups where the students works of form coordinated between yes to develop academic tasks and *afondar in his own learning.
Case studies	Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, *reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution.
Presentation	Exhibition by part of the students in front of the/the educational and/or a group of students of a subject on contents of the matter or of the results of a work, exercise, project... *pode Carry out of individual way or in group.
Mentored work	The/The student, of individual way or in group, elaborates a document on the thematic of the matter or prepares seminars, investigations, memories, essays, summaries of readings, conferences etc.
Autonomous problem solving	Activity in which they formulate problems and/or exercises related with the matter. The student/to has to develop the ideal or correct solutions by means of the *ejercitación of routines, the application of formulas or algorithms, the application of procedures of transformation of the available information and the interpretation of the results. It is used to employ as I complement of the lesson *magistral.

Personalized assistance	
Methodologies	Description
Introductory activities	Activities directed to take contact and gather information on the students, as well as to present the matter.
Collaborative Learning	It comprises a group of procedures of education that split of the organisation of the class in small mixed and heterogeneous groups where the students works of form coordinated between if to develop academic tasks and *afondar in his own learning.
Case studies	Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, *reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution.
Presentation	Exhibition by part of the students in front of the/the educational and/or a group of students of a subject on contents of the matter or of the results of a work, exercise, project... Can carry out of individual way or in group.
Mentored work	The/The student, of individual way or in group, elaborates a document on the thematic of the matter or prepares seminars, investigations, memories, essays, summaries of readings, conferences etc.
Autonomous problem solving	Activity in which they formulate problems and/or exercises related with the matter. The student/has to develop it the ideal or correct solutions by means of the *ejercitación of routines, the application of formulas or algorithms, the application of procedures of transformation of the available information and the interpretation of the results. It is used to employ as I complement of the lesson *magistral.

Assessment						
	Description	Qualification	Training and Learning Results			
Collaborative Learning	It comprises a group of procedures of education that split of the organisation of the class in small mixed and heterogeneous groups where the students works of form coordinated between if to develop academic tasks and *afondar in his own learning.	10	A1	B1	C1	D1
			A2	B3	C2	D2
			A3	B4	C3	D5
			A4	B6	C4	D6
			A5	B11	C6	D7
				B12	C7	D8
					C8	D9
					C9	D10
					C18	D12
					C19	D13
					C21	D14
					C22	D15
					C61	D16
					C62	D17
						D18
						D19
						D21
						D22
Case studies	Analysis of a fact, problem or real event with the purpose to know it, interpret it, resolve it, generate hypothesis, contrast data, *reflexionar, complete knowledges, diagnose it and train in alternative procedures of solution.	15	A1	B4	C3	D1
			A2	B6	C6	D6
			A3		C7	D7
			A4		C8	D8
			A5		C19	D10
						D12
						D13
						D16
						D17
Presentation	Exhibition by part of the students in front of the/the educational and/or a group of students of a subject on contents of the matter or of the results of a work, exercise, project... *pode Carry out of individual way or in group.	15	A2	B1	C1	D1
			A3	B4	C2	D2
			A4	B6	C4	D5
			A5	B11	C6	D6
				B12	C7	D7
					C8	D8
					C9	D12
					C19	D13
					C22	D14
					C61	D15
					C62	D16
						D18
						D21

Mentored work	The/The student, of individual way or in group, elaborates a document on the thematic of the matter or prepares seminars, investigations, memories, essays, summaries of readings, conferences etc.	15	A1 B1 A2 B3 A3 B4 A4 B6 A5 B9	C1 D1 C2 D3 C3 D6 C4 D7 C6 D8 C7 D9 C8 D13 C9 D16 C18 D17 C19 C21
Autonomous problem solving	Activity in which they formulate problems and/or exercises related with the matter. The student/to has to develop the ideal or correct solutions by means of the *ejercitación of routines, the application of formulas or algorithms, the application of procedures of transformation of the available information and the interpretation of the results. It is used to employ as I complement of the lesson *magistral.	15	A1 B1 A2 B4 A3 B9 A4 B12 A5	C1 D1 C3 D2 C6 D5 C8 D6 C21 D8 D13 D14 D16 D18 D21
Objective questions exam	Proof with base in the fundamental knowledges of the matter	30	A1 B1 A5 B4 B11	C3 D1 C4 D6 C8 D8 C21 D13 C22 D14 D16

Other comments on the Evaluation

MODALIDAD DE EVALUACIÓN CONTINUA/ALUMNOS ASISTENTES: - Las pruebas de evaluación continua, tanto presenciales como telemáticas, se realizarán siempre dentro del horario asignado a las aulas lectivas de la materia.- Se entiende por asistente de los alumnos que siguen con regularidad a las clases (mínimo 80%).- Los grupos colaborativos tendrán los mismos componentes para todas las actividades grupales y se formarán de entre los alumnos/as asistentes en grupos de 5 alumnos/as.- Para superar la materia será preciso conseguir como mínimo el 50% de la puntuación en cada uno de los subapartados de la parte práctica y el 50% de la parte teórica. Es decir: son criterios sumativos entre sí y nunca podrán sumarse si en alguno de ellos no se alcanza el mínimo establecido.

Parte práctica (*subapartados):

Aprendizaje colaborativo (es necesario obtener 0,5 para poder sumar de un máximo de 1) Estudio de casos (es necesario obtener 0,75 para poder sumar de un máximo de 1,5) Presentación (es necesario obtener 0,75 para poder sumar un máximo de 1,5) Trabajo tutelado (es necesario obtener 0,75 para poder sumar de un máximo de 1,5) Resolución de problemas de forma autónoma (es necesario obtener 0,75 para poder sumar de un máximo de 1,5)

Parte teórica:

30% Examen de cuestiones objetivas (es necesario obtener 1,5 para poder suma de un máximo de 3)

MODALIDAD DE EVALUACIÓN GLOBAL/ALUMNOS SIN ASISTENTE:

- La elección de la modalidad de evaluación global supondrá la renuncia a la evaluación continua. Los alumnos/as no asistentes deben contactar para iniciar el curso con la docencia de la materia vía email optando por una evaluación global. Que los alumnos/as que no cumplan el requisito de asistencia mínima (alrededor del 70%-80% de las clases teórico-prácticas) se considerarán alumnos/as no asistentes, optando por una evaluación global. - Las pruebas de evaluación global se realizan siempre en la fecha oficial del examen para cada oportunidad de evaluación dentro del período de pruebas oficiales marcadas en el calendario académico de cada curso. - Entiende por alumnos no asistentes que no llevaron con regularidad a las clases (culpa mayor al 20%).- Estos alumnos realizarán todos los trabajos de manera individual y la fecha de entrega será la misma que para los alumnos presenciales. - La evaluación de este alumnado se hará de igual manera que la de los alumnos presenciales.- Para superar la materia será preciso conseguir como mínimo el 50% de la puntuación en cada uno de los subapartados de la parte práctica y el 50% de la parte teórica. Es decir:

Parte práctica (*subapartados): Aprendizaje *colaborativa (es necesario obtener 0,5 para poder sumar de un máximo de 1) Estudio de casos (es necesario obtener 0,75 para poder sumar de un máximo de 1,5) Presentación (es necesario obtener 0,75 para poder sumar un máximo de 1,5) Trabajo tutelado (es necesario obtener 0,75 para poder sumar de un máximo de 1,5) Resolución de problemas de forma autónoma (es necesario obtener 0,75 para se podrá sumar de un máximo de 1,5)

Parte teórica:

30% Examen de preguntas objetivas (es necesario obtener 1,5 para poder sumar de un máximo de 3)

CONVOCATORIA DE JULIO:

- Las partes de la materia superadas en la 1ª oportunidad, no serán objeto de evaluación en la 2ª, considerándose, por tanto, como aprobadas en este curso académico.

FECHAS DE LOS EXÁMENES:

- Las fechas oficiales de los exámenes se pueden consultar en la web de la facultad en los exámenes de fecha de espacio.

PROGRAMA *PIUNE (*PAT):

En coherencia con el carácter *inclusivo que caracteriza a la Facultad de Educación y Trabajo Social, esta guía se adaptará para atender las necesidades específicas de apoyo educativo que presentan los estudiantes adscritos al programa PIUNE (PAT)**CURSO PUENTE:**

Con el fin de favorecer la conciliación de la vida laboral y la formación académica, los contenidos, planificación, recursos metodológicos y sistema de evaluación se adaptarán a los alumnos del curso puente garantizando, en todo caso, el aprovechamiento de las competencias y resultados de aprendizaje redactado en este documento. Abrirá una carpeta específica en la plataforma Moovi en la que informará de las tareas y pruebas de evaluación que guiarán el desarrollo de esta materia para alumnos del curso puente o profesionales en ejercicio.

Sources of information

Basic Bibliography

Lozano, J., Cerezo, M. C., y Alcaraz, S., **Plan de atención a la diversidad**, Alianza Editorial, 2015

Moya, E.C.; moya, J.M. & El Homrani, M., **El aula inclusiva. Condiciones didácticas y organizativas**, 8 (3), 2015

Complementary Bibliography

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

Arnaiz, P y Escarbajal, A., **Aulas abiertas a la inclusión**, Dykinson, 2021

Castillo-Briceño, C, **Posicionando la educación inclusiva: Una forma diferente de mirar el horizonte educativo**, 39(2), 123-152, 2015

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Echeita, G, **Inclusión y exclusión educativa. De nuevo** [voz y quebranto, 16 (2), 99-118, 2013

Guaspar, J. J. M., Ramón, M. R. R., y De la Iglesia Mayol, B., **Buenas prácticas en educación inclusiva**, 34(1), 31-50, 2016
Ministerio de Educación, **Actuaciones de Éxito en las Escuelas Europeas**, 2011

Rojas, G. A. S., **De la anomalía a la discapacidad, una larga historia de exclusión social: de la muerte, al destierro y el repudio, a la inclusión educativa**, 3(1), 2016

Sola, T.; López Urquizar, N. Cáceres, M.P., **Perspectivas didácticas y organizativas de la Educación Especial**, Grupo Editorial Universitario, 2006

Salimbeni, O, **Escuela y Comunidad: participación comunitaria en el sistema escolar**, 17, 2011

Seijo, D, **Educación especial, competencias docentes para atención de alumnos con necesidades específicas de apoyo educativo: formación y recursos didácticos**, Port-Royal Ediciones, 2008

Recommendations

Other comments

This matter frames in a committed Faculty with the sustainability of the surroundings and of the people. Attending the this philosophy, this matter will promote educational practices in base to materials of low environmental impact in coherence with the principles of sustainability (*ODS).