



IDENTIFYING DATA

Pedagogical foundations of special education

Subject	Pedagogical foundations of special education			
Code	O05G120V01935			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	Galician			
Department				
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Lecturers	Fernández Guerra, Ernesto			
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General description	(*)A materia de Bases Pedagóxicas da Educación Especial é optativa de 4º curso no plan de estudos da titulación de Grao de Educación Primaria, 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. Consideramos que o mestre de Educación Primaria 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.			

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.
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.
C15	To know and deal with school situations in multicultural contexts.
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
D11	Work in an international context
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			
(*)	A4	B3 B4 B9	C6	D6 D8 D13 D16
(*)Analizar os diversos modelos de escolarización para os alumnos/as con necesidades específicas de apoio educativo, atendendo ós seus déficits e necesidades.	A2 A3 A4	B3 B9	C2 C4 C6	D2 D6 D7 D13 D14 D21
(*)Conceptualizar, analizar e describir as variables implicadas nos procesos de E-A, así como a súa posible incidencia nas diversas alteracións do mesmo.	A1 A2 A3 A4	B1 B3 B4 B6 B12	C1 C2 C6 C7 C8 C9 C15 C18 C19 C61 C62	D2 D8 D9 D13 D16

(*)Desenvolver actitudes positivas cara as persoas con discapacidade, dende unha perspectiva de normalización e integración.	A1	B1 B4 B6 B12	C1 C2 C3 C4 C6 C15 C19 C21 C22	D3 D8 D10 D12 D13 D14 D15 D17 D19 D22
(*)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.	A2 A3	B4 B9 B12	C4 C6 C18 C21	D1 D7 D8 D9 D10 D12 D13 D15 D18 D19
(*)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.	A1 A2 A3 A4	B3 B4 B6	C1 C2 C3 C4 C6 C7 C9 C15 C62	D1 D7 D8 D9 D13 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.	A1 A3	B4 B12	C7 C8 C9 C15 C18 C19	D1 D2 D6 D7 D8 D9 D10 D12 D13 D15 D16 D17 D18 D21 D22
(*)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	B1 B4 B6 B9 B11	C4 C6	D2 D6 D8 D9 D13 D14 D17 D22
(*)Coñece-los recursos do sistema educativo para dar resposta á necesidades específicas de apoio educativo.	A1 A2 A3	B1 B6 B12	C8 C15 C18 C21 C22	D5 D6 D7 D8 D9 D11 D12 D13 D16 D21 D22

Contents

Topic

Block I.	1. Bases of the Special Education: concept, special educative needs, normalization, integration...
Conceptual bases and frames of performance	2. Attention to the diversity, model inclusivo for the attention to the diversity. 3. Escolarización And answer to the educative needs from contexts inclusivos. 4. I reinforce and adaptations curriculares (design, development, evaluation)
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	0	2
Lecturing	10	35	45
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	Exhibition by part of the students in front of it teaching and/or a group of students of one fear on contents of the subject or of the resulted of one work, exercise, project... Can be carried out of individual way or in group.
Seminars	Glimpsed that the student keeps with the teaching staff of the subject for *asesoramento/development of activities of the subject and of the process of learning.
Lecturing	Exhibition by part of the professor of the contained envelope to subject object of study, theoretical bases and/or guidelines of one work, exercise or project to develop pole student.
Mentored work	The student develops exercises or projects in the low classroom the guidelines and supervision of the professor. His development can be linked with autonomous activities of the student.
Mentored work	The student develops exercises or projects in the low classroom the guidelines and supervision of the professor. His development can be linked with autonomous activities of the student.

Personalized assistance

Methodologies	Description
Seminars	Help and tracking of the tasks realized

Assessment

	Description	Qualification	Training and Learning Results			
Presentation	Evaluation of the exhibition by part of the students in front of it teaching and/or a group of students of one fear on contents of the subject or of the resulted of one work, exercise, project... Can be carried out of individual way or in group.	10	A4	B11	C6	D3 D13 D17
Mentored work	Evaluation of the exercises and low realized projects the supervision of the professor. It Will be accurate to obtain 2 points on 4 for power approve the *asignatura.	40		B1 B3		D12

Mentored work		20	A4	B1	C4	D1
Evaluation of the realized works and delivered poles students/them				B3	C6	D6
				B4	C15	D7
				B11	C18	D8
				B12	C19	D9
					C21	D11
					C61	D13
					C62	D14
						D16
						D22
Problem and/or exercise solving	The students owe to realize a proof of examination of answer cuts in base the theoretical and practical knowledges of the subject. To approve the subject will owe to obtain a *calificación minimum of 1,5 points on 3.	30	A1	B3		D6
			A2	B6		D15
			A3			D22
			A4			

Other comments on the Evaluation

The proposed assessment is a multi-criteria assessment, that is to say, an assessment that accepts assessment proposals in all the activities carried out (theoretical, practical knowledge, assignments, exams, ...) allowing an assessment that involves a comprehensive assessment of the student /a. Criteria to pass the subject:

a) Attending student: an attending student is one who regularly attends classes (minimum 80%). This must participate in the modalities indicated in the Evaluation section and it will be an essential condition to pass the subject to obtain at least half of the score in each of them.

b) Non-attending students: Non-attending students are those who do not attend classes regularly (missing more than 20%). This must take an exam in which all the contents of the subject are included, this will be assessed up to a maximum of 4 points, in order to pass you must obtain a minimum grade of 2 points in this test. In addition, you must carry out a supervised work that will also have an assessment of up to 4 points, in this you must also obtain a minimum of 2 points in order to pass. Elaboration of a topic indicated by the teacher, will have an assessment of 2 points. It will be an indispensable condition to pass the subject, to obtain at least half of the score in each of the sections.

Second call: The parts of the subject passed in the 1st opportunity will not be subject to evaluation in the 2nd, being considered approved, therefore, in that academic year. If you do not pass this last call, the points obtained will not be saved. It responds to the same requirements and tests carried out in the first call.

Exam dates: consult the faculty's website in the "Exam dates" menu

In line with the inclusive nature that characterizes the Faculty of Education and Social Work, this guide may be adapted to meet the specific needs of educational support presented by students enrolled in the PIUNE program (PAT).

Sources of information

Basic Bibliography

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Complementary Bibliography

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Recommendations
