



IDENTIFYING DATA

Educational and organisational aspects of special education

Subject	Educational and organisational aspects of special education			
Code	O05G120V01934			
Study programme	(*)Grao en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	Spanish			
Department				
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General description	The title of this matter is original of the Title of Teacher, speciality of Special education, approved by the Royal decree 1440/1991 (B.O. E., of 11 October). Also they are original his contents. Both, matter and contents, are recovered like matter opional for the Degree of Childish 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 NNEE.			

Competencies

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

Learning outcomes

Expected results from this subject	Training and Learning Results			
To1 Know the aims, contents curricular and criteria of evaluation of the Childish and Primary Education	A1 A5	B1 B6	C1 C2 C8 C18 C21	D2 D5 D6
To2. Train to the educational so that they learn to promote and facilitate the learnings in the infancy, from a perspective globalizing and integrative of the different cognitive dimensions, emotional, psychomotor and volitional	A2		C1 C3 C9	D1 D6 D13
To3. 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
To4. Provide to the students and to the students resources to boost the coexistence in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and coexistence and know *reflexionar on them	A3	B4	C7 C22 C61	D10 D12 D18
To5. Promote suitable strategies so that in his future educational practice the students and students can reflect 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
To9. 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 along the life	A3	B11	C1 C19	D1 D8 D14

To 11. Reflect On the practices of classroom for innovate 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
To12- 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 improvement 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. Didactic modalities for the attention to the special educational needs.
3. Organisational modalities for the attention to the specific educational needs.
4. The professionals of the Special Education.
5. The organisation of material resources in Special Education.
6. The Family and the educational community like agents of inclusion.
- (*)2. Modalidades didácticas para a atención ás necesidades educativas especiais. (*)-
- (*)3. Modalidades organizativas para a atención ás necesidades educativas específicas. (*)-
- (*)4. Os profesionais da Educación Especial. (*)-
- (*)5. A organización de recursos materiais en Educación Especial. (*)-
- (*)6. A Familia e a comunidade educativa como axentes de inclusión educativa. (*)-

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	6	25	31
Presentation	10	20	30
Problem solving	15	25	40
Mentored work	18	25	43
Portfolio / dossier	1	3	4
Essay questions exam	2	0	2

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

Methodologies

	Description
Lecturing	Through this methodology will do the presentation of the logically structured subjects with the purpose to facilitate information organised following suitable criteria to the purpose of the same. It will consist in the verbal exhibition by part of the professor of the contents of the school organisation. Likewise, this methodology is favourable for the participation of the students through the approach/reply of questions, exhibition of points of view, etc. CONTINUOUS .
Presentation	Exhibition by part of the student in front of 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.
Problem solving	Resolve problems or exercises proposed by the educational developing suitable or correct solutions and applying procedures of transformation of the available information and the interpretation of the results
Mentored work	The student elaborates a document on the thematic of the matter, investigation, memory, summaries of readings, etc. Includes the research and collected of information, reading and handle of bibliography, editorial...

Personalized assistance

Methodologies	Description
Lecturing	It will make in tutorías individual and/or grupals on the contents of the matter as well as support and orientation on the methodological strategies and activities developed in the subject.
Mentored work	It will make in tutorías individual and/or grupals on the content of the work.

Presentation	It will make in tutorías individual and/or grupals on the appearances but notable of the thematic tackled.
Tests	Description
Essay questions exam	It will attend through *tutorías the questions or doubts that can present the students previously to the examination.

Assessment						
	Description	Qualification	Training and Learning Results			
Problem solving	Resolution of exercises or problems with suitable solutions	20	A2 A3	B3 B6	C2 C8 C9 C18 C19 C21 C61 C62	D3 D5 D6 D8 D9 D10 D12 D13 D14 D18 D19
Mentored work	Dossier of works of classroom and monographic sponsored works , exhibition, ...	50	A4 A5	B4 B9 B11 B12	C1 C6 C7 C19 C22 C61	D2 D3 D5 D6 D7 D9 D13 D15 D17 D21 D22
Essay questions exam	Proof with base in the fundamental contents of the matter	30	A1 A5	B1 B4 B11	C3 C4 C8 C21 C22	D1 D6 D8 D13 D14 D16

Other comments on the Evaluation

Criteria to surpass the matter:

- Student Assistant: it understands by student assistant that that took with regularity to the classes (minimum 80%). East will have to participate in the modalities indicated in the section of Evaluation and will be indispensable condition to surpass the matter obtain in the examination the half of the punctuation.

- Student No assistant: it understands by student no assistant that that did not take with regularity to the classes (fault more than 20%). This will have to realise an examination in which they go in all the contents of the matter, included the tackled in the practical works. It will be indispensable condition to surpass the matter 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 scores obtained. It answers to the same requeriments and proofs realised in the first announcement.

The official dates of exams can consult in the web of the Faculty in the space "date examination 2020/21"

<http://educacion-ou.webs.uvigo.es/educacion-o/web/index.php/grado-educacion-infantil/horarios>

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

- Castillo-Briceño, C, **Posicionando la educación inclusiva: Una forma diferente de mirar el horizonte educativo**, 39(2), 123-152, 2015
- Del Mar Bernabé, M., Alonso, V., y Bermell, M. Á., **Evolución de la terminología relacionada con la atención a la diversidad a través de las diferentes reformas legislativas en España**, 70(1), 79-96, 2015
- Echeita, G, **Inclusión y exclusión educativa. De nuevo ¿voz y quebranto**, 16 (2), 99-118, 2013
- Guasp, 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

Contingency plan

Description

=== EXCEPTIONAL MEASURES PLANNED ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes extraordinary planning that will be activated at the time that the administrations and the institution itself determine it based on criteria of safety, health and responsibility , and guaranteeing teaching in a non-classroom or partially classroom setting. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way by being known in advance (or well in advance) by students and teachers through the standardized tool and institutionalized teaching guides.

=== ADAPTATION OF THE METHODOLOGIES ===

Teaching methodologies that are maintained:

The teaching methodologies will be the same in the three scenarios, since they were designed to facilitate a smooth transfer from one 100% face-to-face scenario to the other 100% remotely. In any case, the only difference reaches or space in which the activity will take place. Within the possible scenario of mixed or blended teaching, the methodologies would be carried out in a blended and virtual way. On the other hand, in the distance learning scenario, the planned methodologies would be adapted to a virtual execution modality.

Teaching methodologies that are modified:

The dynamics of any teaching methodology are not modified, except, as stated in the previous section, its modality of execution, face-to-face and virtual (in the case of a mixed scenario); and exclusively virtual (in the case of a remote stage).

Non-attendance mechanism for student attention (tutorials):

In the potential blended teaching scenario, the tutoring sessions may be carried out in person and / or in the virtual office, under the modality of prior agreement and at the time established. In the case of a teaching scenario in the distance mode, tutoring will be carried out only by the aforementioned telematic means.

Modifications (if applicable) of the content to be taught:

There are no modifications in the content to be taught.

Additional bibliography to facilitate self-learning:

Additional bibliography will be provided throughout the course of the subject.

Other modifications:

- Tools for virtual teaching. In the blended teaching scenario, in addition to face-to-face teaching in classrooms, the virtual teaching activity will be taught through Campus Integra and the use of the Fatic teleaching platform will also be foreseen as reinforcement, and without prejudice to other measures that may be adopted to guarantee the accessibility of the students to the teaching content.

- In the distance teaching scenario, the teaching activity will be carried out exclusively in virtual mode.

=== ADAPTATION OF THE EVALUATION ===

There are no changes either in the instruments or in the evaluation criteria established in the common teaching guide.

Pending evidence that remains:

All the tests proposed in the teaching guide for the next calls, are kept in any of the three planned teaching modalities: face-to-face, mixed and distance, for the 2020-21 academic year.

The evaluation criteria, as well as their weighting on the final grade, are maintained, both for assistant students and for non-assistant students. The procedures or typology of evaluation tests are also not modified in their content, but in their mode of execution, in the case of the two potential extraordinary teaching scenarios foreseen. Thus, in the case of being in a mixed or blended teaching situation, the assessment tests may be organized in person, depending on the facilities and means available. If it was not possible to do them in person, the face-to-face modality would be combined with the virtual one or they would be carried out exclusively in a virtual way.

If the situation is one of distance learning, all the evaluation tests will be carried out virtually.

Tests that are modified:

For the 2020-2021 academic year, there are no modifications in the assessment tests, except in the one related to the assessment modality: face-to-face or virtual, depending on the healthcare setting in which the teaching is carried out.

New tests:

No further evaluation tests are planned.

Additional Information:

There is not.
