Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162012 **Name:** Developmental and educational aspects of students with visual and motor impairments

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter: Evolutionary and Educational Aspects of Students with Visual and Motor Impairments **Type:** Elective

Field of knowledge: Social and legal sciences

Department: Inclusive Education and Socio-Community Development

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational intervention in specific learning difficulties	6,00	Educational intervention in specific learning difficulties	6,00	3, 4/1
Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders	6,00	Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders	6,00	3, 4/2
Evolutionary and Educational Aspects of Students with Hearing Impairments	6,00	Developmental and educational aspects of students with hearing impairments	6,00	4/2
Evolutionary and Educational Aspects of Students with Visual and Motor Impairments	6,00	Developmental and educational aspects of students with visual and motor impairments	6,00	4/2
Pathology and intervention in specific language development disorders	6,00	Pathology and Intervention in specific language development disorders	6,00	0, 4/2
Design and evaluation of socio-educational programs and action plans	6,00	Design and evaluation of socio-educational action programmes and plans	6,00	This elective is not offered in the academic year 25/26

Educational intervention on problems of social maladjustment	6,00	Educational intervention in problems of social maladjustment	6,00	This elective is not offered in the academic year 25/26

Recommended knowledge

Have taken a course in special educational needs.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1	The student knows the characteristics of students with visual and motor impairments, and the educational needs that arise from them
R2	The student designs adaptations of the curriculum to the needs of students with visual and motor impairments
R3	The student designs and adapts specific educational strategies based on the analysis of case studies of students with visual and motor impairments
R4	The student knows, selects, and develops materials that respond to the special educational needs arising from visual and motor impairments
R5	The student uses tools to promote the relationship and communication skills of children with special educational needs arising from visual and motor impairments with their environment
R6	The student identifies the indicators of visual and motor impairments, in order to collaborate in multidisciplinary diagnosis
R7	The student develops guidelines, guides, and informs different educational agents about the special educational needs of students with visual and motor impairments
R8	The student knows the different structures for training, personal development, and socio-labor integration for people with visual and motor impairments
R9	The student detects and designs actions and proposals to eliminate or minimize barriers to participation and education in the school, social, and family environment of students with visual and motor impairments

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				x
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.			x	
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				x
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				x
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				x
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and coopoerative learning and promote it among students.				x
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				x

CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				x

SPECIFIC		Weighting			
		1	2	3	4
EPT1	Knowing the characteristics of pupils with developmental and sensory disorders and learning difficulties, and understanding the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of pupils with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				x
EPT2	To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics for pupils with specific needs.				x
EPT3	Respect for the personal and cultural differences of students with special needs and other members of the educational community.				x
EPT4	Ability to critically analyse conceptions of education derived from scientific research.		x		
EPT5	Ability to design and develop educational projects and programming units to adapt the curriculum to the context of the specific needs and socio-cultural contexts of learners.		x		
EPT6	Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.				x
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the learner.				x
EPT8	Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and cross-disciplinary knowledge in an integrated manner, appropriate to the learning characteristics of the student.			x	
EPT9	Ability to prepare, select and construct teaching materials and apply them in the specific frameworks of the different disciplines.			x	
EPT10	Knowing and knowing how to use technological aids and technical resources that facilitate access to information and communication in teaching-learning activities.				x

EPT11	Ability to promote the quality and appropriateness of educational contexts (classroom and school) so as to ensure the well-being and accessibility of learners.	x	
EPT12	Ability to carry out educational support activities within the framework of inclusive education.		x
EPT13	Ability to carry out the tutorial function, guiding pupils and parents, and coordinating the educational action concerning their group of pupils.		x
EPT14	Ability to participate in research projects related to the teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.	x	
EPT15	Knowing how to develop the relationship and communication skills of pupils with specific needs with their peer group and the adults in their environment.		x
EPT16	Development of emotional control skills in the different circumstances of professional performance.		x
EPT17	Ability to encourage pupils with specific needs to participate in the construction of rules of coexistence.		x
EPT18	To know the general principles of speech therapy intervention in the school environment as well as its different functions: prevention, education, re-education, rehabilitation and treatment.		x
EPT19	Knowing how to face and cooperatively resolve problematic situations and interpersonal conflicts of various kinds.	x	
EPT20	Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of pupils with specific needs.		x
EPT21	To raise the commitment to optimise the academic performance of pupils with special needs and their progress in school within the framework of a comprehensive education.		x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R7	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R3, R5	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R6, R8, R9	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R7, R9	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R6	40,00%	Written tests: Objective tests with short and extended responses.
R4, R7, R9	20,00%	Projects. Development and/or design works.

Observations

Evaluation system of the acquisition of competences and grading system.
- Multiple-choice questionnaire: it will account for 40% of the grade of the course. It will consist of 30 multiple-choice questions corrected by the formula Score = Correct - Errors / (Number of alternatives - 1) (Written test)
Learning Outcomes assessed: R1-R2-R7
- Case study: 10% of grade. Assessed Learning Outcomes: R1-R2-R7 (Case study solution)
Assessed Learning Outcomes: R1-R3-R5
- Single case design (individually): 30% of the course grade. (Projects. Development and/or design work; Oral presentation of group and individual work)
Learning Outcomes assessed: R1-R3-R4-R5-R7-R9
- Classroom assignments (individual or group mode): 20% of the course grade (Participation in theoretical and practical sessions; Monitoring of student work)
Learning Outcomes assessed: R1--R7-R7-R6-R8-R9

Single evaluation:
Exceptionally, this evaluation system may be used for those students who cannot undergo the continuous evaluation system because they do not attend at least 60% of the classes. In this case, the evaluation will be as follows:
- Quiz: it will represent 50% of the grade of the course. It will consist of 30 multiple-choice questions corrected by the formula Score = Correct - Errors / (Number of alternatives - 1) (Written tests)
Learning Outcomes assessed: R1-R2-R7
- Single case design (individual/group): 30% of the course grade. (Projects. Development and/or design work; Oral presentation of group and individual work)
Learning Outcomes assessed: R1-R3-R4-R5-R7-R9
- Classroom tasks (individual mode): 20% of the course grade (Participation in theoretical and practical sessions; Monitoring of student work)
Learning Outcomes assessed: R1-R7-R6-R8-R9

Use of Artificial Intelligence:
The use of AI is allowed for:
·Study support (generate alternative explanations, concept maps or self-assessment exercises).
·Receiving feedback on the clarity or coherence of one's own text.
The use of AI is not allowed for:
·The performance of evaluable tasks, unless it is required in some specific activity, and the teacher, so indicates.
In case of using AI in any of the activities under the allowed conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been used and for what purpose.

Other observations:
·In accordance with the regulations governing the evaluation and grading of the subject in force at UCV, the mention of “Matrícula de Honor” may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of “Matrícula de Honor” may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one “Matrícula de Honor” may be awarded. Exceptionally, honorary awards may be allocated among the different groups of the same subject on an overall basis. However, the total number of honors to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong.
·It is an indispensable requirement to pass the test-type questionnaire and the single case design in order to pass the course.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R7	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development

R1, R3, R5	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R6, R8, R9	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R7, R9	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R6	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R4, R7, R9	20,00%	Projects. Development and/or design works.

Observations

Evaluation system of the acquisition of competences and grading system.
- Multiple-choice questionnaire: it will account for 40% of the grade of the course. It will consist of 30 multiple-choice questions corrected by the formula Score = Correct - Errors / (Number of alternatives - 1) (Written test)
Learning Outcomes assessed: R1-R2-R7
- Case study: 10% of grade. Assessed Learning Outcomes: R1-R2-R7 (Case study solution)
Assessed Learning Outcomes: R1-R3-R5
- Single case design (individually): 30% of the course grade. (Projects. Development and/or design work; Oral presentation of group and individual work)
Learning Outcomes assessed: R1-R3-R4-R5-R7-R9
- Classroom assignments (individual or group mode): 20% of the course grade (Participation in theoretical and practical sessions; Monitoring of student work)
Learning Outcomes assessed: R1--R7-R7-R6-R8-R9

Single evaluation:
Exceptionally, this evaluation system may be used for those students who cannot undergo the continuous evaluation system because they do not attend at least 60% of the classes. In this case, the evaluation will be as follows:
- Quiz: it will represent 50% of the grade of the course. It will consist of 30 multiple-choice questions corrected by the formula Score = Correct - Errors / (Number of alternatives - 1) (Written tests)
Learning Outcomes assessed: R1-R2-R7
- Single case design (individual/group): 30% of the course grade. (Projects. Development and/or design work; Oral presentation of group and individual work)
Learning Outcomes assessed: R1-R3-R4-R5-R7-R9
- Classroom tasks (individual mode): 20% of the course grade (Participation in theoretical and

practical sessions; Monitoring of student work)
Learning Outcomes assessed: R1-R7-R6-R8-R9

Use of Artificial Intelligence:

The use of AI is allowed for:

·Study support (generate alternative explanations, concept maps or self-assessment exercises).

·Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not allowed for:

·The performance of evaluable tasks, unless it is required in some specific activity, and the teacher, so indicates.

In case of using AI in any of the activities under the allowed conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been used and for what purpose.

Other observations:

·In accordance with the regulations governing the evaluation and grading of the subject in force at UCV, the mention of “Matrícula de Honor” may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of “Matrícula de Honor” may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one “Matrícula de Honor” may be awarded. Exceptionally, honorary awards may be allocated among the different groups of the same subject on an overall basis. However, the total number of honors to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong.

·It is an indispensable requirement to pass the test-type questionnaire and the single case design in order to pass the course.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 Participatory Master Class

M2 Case Study

M4 Learning Contracts

M5 Seminar Work

M6 Problem-based Learning

M7 Cooperative/Collaborative Work

M9 Group and Individual Tutoring

M10 Individual Tutoring

M11 Participatory Master Class

M12 Case Study

M13 Seminar Work

M16 Learning Contracts

M17 Problem-based Learning

M18 Cooperative/Collaborative Work

M19 Individual Tutoring

M20 Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7	R2, R4, R6, R9	5,00	0,20
Theoretical Class M1	R1, R4, R8	27,00	1,08
Practical Class M2, M6, M9	R2, R3, R5, R7	11,00	0,44
Seminar M5	R5, R6, R7	6,50	0,26
Tutoring M9, M10	R6, R7, R9	8,00	0,32
Evaluation M2	R4, R6, R7	2,50	0,10
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M4, M7	R2, R3, R9	36,00	1,44
Individual work M5, M6	R7, R8	54,00	2,16
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R4, R8	25,00	1,00
Practical class (e-learning mode) M12, M16, M19	R2, R3, R5, R7	15,00	0,60
Seminar (e-learning mode) M13	R5, R6, R7	5,00	0,20
Individual tutoring (e-learning mode) M19	R6, R7, R9	15,00	0,60
Evaluation (e-learning mode) M12	R4, R6, R7	3,00	0,12
TOTAL		**63,00**	**2,52**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M17, M19	R1, R4, R8	60,00	2,40
Group Work (e-learning mode) M18	R2, R5, R7, R9	4,50	0,18
Discussion Forums (e-learning mode) M17	R5	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19	R2, R3	20,00	0,80
TOTAL		**87,00**	**3,48**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SEN due to visual impairment	1.- General aspects about visual impairment and communication and interaction with a blind person. 2.- Definition and general concept aspects about visual impairment 3.- Guide Technique 4.- Braille 5.- Educational response to a blind child
SEN resulting from motor impairment	1.- Previous concepts 2.- Psychomotor disorders versus Motor Impairments 3.- Motor impairments without brain impairment 4.- Motor impairments with brain impairment 5.- Educational response to students with motor impairment 6.- Support products

Temporary organization of learning:

Block of content	Number of sessions	Hours
SEN due to visual impairment	15,00	30,00
SEN resulting from motor impairment	15,00	30,00

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(Valencià).

Educación Especial – GVA
http://www.edu.gva.es/ocd/areacd/es/plan/esp/index.htm.

Atención a las diferencias individuales – GVA
http://www.edu.gva.es/ocd/areaord/es/atdiversidad.htm.

CERMI – Portal (Comité Español de Representantes de Personas con Discapacidad)
http://www.cermi.es/es-ES/Paginas/Portada.aspx.

REAL PATRONATO SOBRE DISCAPACIDAD – Gobierno de España
http://www.rpd.es/.

Educación Inclusiva en el Sistema Educativo Español – MEC
http://www.educacion.gob.es/educacion/sistema-educativo/educacion-inclusiva.html.

Educación inclusiva. Iguales en la diversidad. MEC (ITE, Instituto Tecnológico Educativo). Curso *on-line* sobre educación inclusiva
http://www.ite.educacion.es/formacion/materiales/126/cd/indice.htm .

Agencia Europea para la Educación Especial
http://www.european-agency.org/.

Manuales de Atención al Alumnado con Necesidades Específicas de Apoyo Educativo

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http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/PSE/orientacionyatenciondiversidad/educacionespecial/ManualdeatencionalalumnadoNEAE,
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http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/PSE/orientacionyatenciondiversidad/educacionespecial/ManualdeatencionalalumnadoNEAE&vismenu=0,0,1,1,1,0,0,0,0
del Departamento de Educación, Universidades e Investigación del Gobierno Vasco
http://www.hezkuntza.ejgv.euskadi.net/r43-2459/es/contenidos/informacion/dia6/es_2027/necesidades_especiales_c.html

Centro de recursos de Educación Especial de Navarra
http://centros.educacion.navarra.es/creena/

Cine y discapacidad:
http://www.uhu.es/cine.educacion/cineyeducacion/temasdiscapacidad.htm.

Once:
http://www.once.es/new/servicios-especializados-en-discapacidad-visual/publicaciones-sobre-discapacidad-visual/catalogo-de-publicaciones-de-la-once

Centros españoles de documentación sobre discapacidad
Centro Español de Documentación sobre Discapacidad, del Real Patronato sobre Discapacidad
Centro de Referencia Estatal de Autonomía Personal y Ayudas Técnicas (CEAPAT), del Ministerio de Sanidad, Servicios Sociales e Igualdad
Centro Estatal de Información Documentación de Servicios Sociales (CEDISS), del Ministerio de Empleo y Seguridad Social
Instituto de Migraciones y Servicios Sociales (IMSERSO), del Ministerio de Sanidad, Servicios Sociales e Igualdad
Instituto Universitario de Integración en la Comunidad (INICO), de la Universidad de Salamanca
Observatorio de la discapacidad
Servicio de Información sobre Discapacidad, de la Universidad de Salamanca
Discapacidad visual
Prevención de la ceguera
Iniciativa "VISION 2020-THE RIGHT TO SIGHT"
International Agency for the Prevention of Blindness
Organización Mundial de la Salud
Centros extranjeros de información y documentación sobre discapacidad visual
American Foundation for the Blind
Biblioteca especializada de la Liga Braille de Bélgica
Centro di Documentazione Tiflologica
Information resource for professionals who work in the field of visual disabilities

Perkins School for the Blind. Information Clearinghouse on Blindness and Visual Impairment
Royal National Institute for the Blind Research Library
The Library of Congress National Library Service for the Blind and Physically Handicapped, Reference Section

Entidades y asociaciones de profesionales especializados en discapacidad visual

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)
Council for Exceptional Children (CEC)
International Council for Education of People with Visual Impairment (ICEVI)
International Society for Low Vision Research and Rehabilitation (ISLRR)
Rehabilitation Research and Training Center on Blindness and Low Vision (RRTC)

Asociaciones españolas de y para personas con ceguera y deficiencia visual

AGAF. Asociación de Glaucoma para Afectados y Familiares
AMIRES. Asociación de Miopía Magna con retinopatías
ANIRIDIA. Asociación Española de Aniridia
ASANOL. Asociación Atrofia de Nervio Óptico de Leber
CHARGE. Asociación del Síndrome de Charge en España

Sordoceguera

AADB. Asociación Americana de Sordoceguera (USA)
APASCIDE. Asociación Española de Padres de Sordociegos (España)
ASOCIDE. Asociación de Sordociegos de España (España)
DbI. Deafblind International
SENSE (Reino Unido)

Bibliotecas virtuales y electrónicas para personas con ceguera y deficiencia visual

Biblioteca Virtual Miguel de Cervantes: Biblioteca de voces

Libro electrónico digital para personas con ceguera y deficiencia visual

Consorcio DAISY (Digital Accesible Information System)

Otras páginas de interés sobre ceguera y deficiencia visual

Proyecto Tarragona: “Instrumentos de evaluación psicológica del ajuste a la discapacidad visual”
Tiflo Bebé: ayuda para padres con discapacidad visual

Centros y Servicios ONCE

Centro de Investigación y Desarrollo Tiflotécnico (CIDAT)
Escuela Universitaria de Fisioterapia
Museo Tiflológico
Servicios Educativos (CRE)