



**EVOLUTIONARY AND EDUCATIONAL
ASPECTS OF THE STUDENT BODY
WITH VISUAL DEFICIENCIES**

*(Bachelor's degree in
Pedagogy)*

Universidad Católica de Valencia

Year 2020/2021



TEACHING GUIDE OF THE MATTER AND/OR SUBJECT

			ECTS
Subject: EVOLUTIONARY AND EDUCATIONAL ASPECTS OF THE STUDENT BODY WITH VISUAL DEFICIENCIES			6
Subject-Matter: SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY			30
Module: SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY			30
Type of course (1): ELECTIVE	Year: 4th	Semester: 2nd	
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ORGANISATION OF THE MODULE

SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY			30 ECTS	
Duration and temporal location within the curriculum				
Matters and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year/ Semester
SPECIFIC EDUCATIONAL NEEDS AND ATTENTION TO DIVERSITY		Educational intervention in specific learning difficulties	6	3rd/ 2nd
		Educational intervention in student body with mental delay	6	3rd / 2nd
		Evolutionary and educational aspects of the student body with hearing deficiencies	6	4th / 2nd
		Evolutionary and educational aspects of the student body with visual deficiencies	6	4th / 2nd



		Evolutionary and educational aspects of the student body with motor deficiencies	6	4th / 2nd
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¹ Basic education (common subject matter), Compulsory, Elective, Practicum, Bachelor's Thesis.



TEACHING GUIDE SUBJECT:
**EVOLUTIONARY AND EDUCATIONAL ASPECTS OF THE STUDENT
 BODY WITH VISUAL DEFICIENCIES**

Prerequisites: THERE ARE NO PREREQUISITES

GENERAL GOALS

CROSS-SECTIONAL SKILLS	Importance of the skill			
	1	2	3	4
2.- To organise and plan			X	
6.- To manage information, particularly that in the pedagogical domain			X	
7.- To solve problems and make decisions			X	
9.- To have the ability to integrate themselves and to communicate with experts in other areas and in different contexts				X
10.- To recognise and respect diversity and multiculturality				X

SPECIFIC SKILLS	Importance of the skill			
	1	2	3	4
7.- To know the principles and foundations of attention to diversity in education and make educational decisions in agreement with individual differences			X	
11.- To design, develop and evaluate programs of educational intervention adapted to the differential characteristics of subjects and situations in different educational domains				X
12.- To design, develop and evaluate programs of direction adapted to the differential characteristics of subjects and situations, in the different educational domains			X	
22.- To know and to know how to combine the personal variables, the basic psychological processes, the interpersonal factors and the agents of the teaching-learning process to be able to apply them in educational practice.				X

LEARNING OUTCOMES	SKILLS
9.- The student defines the different problems - visual, motor, auditory and intellectual - that the student may have.	T6, T9, E7, E22
10.- The student diagnoses the different problems - visual, motor, auditory and intellectual - that the student may have.	T2, T7, T10, E22



11. - The student designs different types of intervention based on the problem detected.	T6, T7, E7, E11
13.- The student adapts the academic curriculum of his/her students based on the disability	T2, T9, T10, E11

EDUCATIONAL ACTIVITIES OF CLASSROOM WORK			
ACTIVITY	Teaching-Learning Methodology	Relation with skills of the module	ECTS
PARTICIPATIVE MASTER CLASSES	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	T-1, T- 20, E-7	1.08
PRACTICAL CLASSES	Sessions of group work supervised by the professor. Study of cases, diagnostic analyses, problems, field work, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and student activity	T-9, T-10, E-11	0.44
SEMINARS	Supervised monographic sessions with shared participation	T-7 E-16, E-20	0.26
GROUP PRESENTATION OF PAPERS	Application of interdisciplinary knowledge	T-7, T-10, E-20	0.20
SUPERVISION	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, paper writing, etc.	T-7, T-10 E-20	0.32
ASSESSMENT	Set of tests oral and/or written used in the initial, formative or additive assessment of the student.	ALL	0.10
Total			2.40



EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK (BLENDED)			
ACTIVITY	Teaching-Learning Methodology	Relation with the Skills of the Module	ECTS
THEORETICAL ASYNCHRONOUS VIRTUAL SESSIONS	Through previous planning the professor distributes a detailed guide with the order of study of the materials that he/she activates in the virtual classroom: documents, video-lessons created by the professor at UCV, external links and/or additional bibliography.	T-5, E-7, E-16	0.30
VIRTUAL SUPERVISING	Individual attention for the follow-up and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, paper writing.	ALL	0.30
GROUP WORK	Group preparation of readings, essays, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical classes and/or small group sessions. Work carried out on the platform or other virtual spaces.	ALL	0.80
DISCUSSION FORUMS	Active participation in discussion forums referred to the subject matter moderated by the professor of the subject.	T-20, E-7, E-20	0.60
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews,..., to be submitted at different times throughout the course.	ALL	0.50



INDEPENDENT WORK	Study carried out by the student: Individual preparation of readings, essays, resolution of problems, seminars, papers, reports, etc., to present or to submit in the theoretical lectures, practical classes and/or individual or small groups. Work carried out on the platform or other virtual spaces.	T-7 T-20 E-11	1.10
Total			3.60

ASSESSMENT OF THE ACQUISITION OF THE SKILLS AND MARKING SYSTEM	
Assessment tool	Allocated percentage
Written tests	40 %
Solution of practical cases	5 %
Oral presentation of group and individual papers	20 %
Follow-up of student work in the non-face-to-face sessions	25 %
Active participation in the theoretical-practical sessions, seminars and supervised sessions.	10 %

CRITERIA FOR THE CONCESSION OF A PASS WITH HONOURS DISTINCTION:

To specify concrete criteria for the subject and faculty to which the degree is ascribed and in agreement with the general norm indicating that only a pass with honours can be granted to every 20 students. It cannot be granted to a fraction of 20 excluding the case of groups with fewer than 20 students altogether, in which case only one pass with honours can be granted.

BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT
<p>Evolutionary and Educational aspects of the Student body with Visual Deficiencies Aetiology of visual deficiencies. Intellectual and communicative development. Early intervention. Strategies of educational intervention. Educational response to the student with visual deficiencies. Models of therapeutic intervention. Motor development, development of the personality and social development. Alternative communication systems.</p>



DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in the Teaching Guides.	(Indicate, numerically, the related skills)
1.- General definition and concepts on the visual deficit.	T2, T6, E22
2.- Physiology of vision and main visual disorders	
3.- Communication and interaction with a blind person 3.1 - Erroneous beliefs 3.2. Relation and communication 3.3. Aid in movement (Technical guide)	T6, T10, E7, E11
4.- Braille	T2, T7, T9, E7, E11, E22
5. - Intervention in students with visual deficit 5.1. - What, how and when to teach 5.2. - Curricular Adaptations and of access	

TEMPORAL ORGANISATION OF LEARNING (First-enrolment students)	
CONTENT BLOCK /DIDACTIC UNIT	N° OF SESSIONS
1. - General Definition and concepts on the visual deficit.	3
2.- Physiology of vision and main visual disorders	2
3. - Communication and interaction with a blind person 3.1 - Erroneous beliefs 3.2. Relation and communication	4
4.- Braille 3.3. Aid in the displacement (Technical guide)	3
5.- Intervention in students with a visual deficit 5.1. - What, how and when to teach 5.2. - Curricular and access adaptations	3



BIBLIOGRAPHY

- AA.VV. (1994). *Deficiencia visual. Aspectos evolutivos y educativos*. Málaga: Aljibe.
- AA.VV. (1997). *Alumnos con necesidades educativas especiales y adaptaciones curriculares*. Madrid: CDCMEC.
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- Alcantud, F. y Soto, F. J. (2003). *Tecnologías de ayuda en personas con trastornos de comunicación*. Valencia: Nau Llibres.
- Alvarez, D. et al. (2004). *La sordoceguera un análisis multidisciplinar*. Madrid: ONCE.
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- Leonhardt, M. (1992). *El bebé ciego. Primera atención. Un enfoque psicopedagógico*. Madrid: ONCE.
- Lucerga, R. (2005). *En los zapatos de los niños ciegos. Guía de desarrollo de 0 a 3 años*. Madrid: ONCE.
- Martínez, R. et al. (2005). *Discapacidad visual: desarrollo, comunicación e intervención*. Grupo editorial universitario.
- Torres, S. (2001). *Sistemas alternativos de comunicación. Manual de comunicación aumentativa y alternativa: sistemas y estrategias*. Málaga: Aljibe.
- Zappalá, D., Köppel, A., & Suchodolski, M. (2011). Inclusión de TIC en escuelas para alumnos con discapacidad visual. *Recuperado el, 25 de junio en* https://orientacionandujar.files.wordpress.com/2011/09/inclusion_de_tic_en_escuelas_para_alumnos_con_discapacidad_visual.pdf

Addendum to the Course Guide of the Subject

(Degree)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled



students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams

Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:



1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams

Blackboard Collaborate Ultra



Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used



The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

