Information about the subject

Degree: University Master in Inclusive Education

Faculty: Teaching and Educational Sciences

Code: 1630005

Name: Psychoeducational Intervention and investigation in Students with Visual Impairment

Credits: 3   ECTS   **Semester: 1**

Subject Matter: Psycho-educational Intervention in Official Educational Environments

Type: Obligatory

Department: Inclusive Education, Social-Community Development and Occupational Sciences

Type of learning: Hybrid

Language(s) in which it is taught: Spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject	ECTS	Course	ECTS	Semester
Psychoeducational Intervention in Regulated Educational Environments	21	Didactic and Pedagogical Aspects of Inclusive Education	3	1st
		Psychoeducational Intervention in Students with Educational Compensation Needs and High Abilities	3	1st
		Psychoeducational Intervention in Students with Auditory Deficiencies	3	1st
		Psychoeducational Intervention in Students with Visual Deficiencies	3	1st
		Psychoeducational Intervention in Students with Generalized Developmental Disorders and Intellectual Disability	3	2nd
		Psychoeducational Intervention in Students with Motor Disabilities	3	1st
		Psychoeducational Intervention in Students with Learning Difficulties, Speech Disorders, Hyperactive Children, and Behavioral Problems	3	2nd

Recommended Knowledge

No prerequisites, except those established by the general regulations for access to official master's degree courses (general and specific for the master's degree itself).

Learning outcomes

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

Code	Learning outcomes
R4	The student adjusts the learning-teaching process to each specificneed of educational support that requires each student.
R5	The student identifies and develops proposals to eliminate barriersto participation of students.
R7	The student develops a tutorial action plan which meets the globalneeds of each student.
R9	The student understands the specific needs of support that studentscould have and how they affect their development.
R10	The student knows and values the ordinary and extraordinary educative answers that exist in a methodological and organizational level to favour inclusion.

Competences

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

Code	General	Weighting			
		1	2	3	4
G1	To be able to use new technological applications of information and communication applied to inclusive education contexts.			x	
G3	To be able to work as a team in the educational community and in collaboration with other professionals and social agents.		x		

Code	Basic	Weighting			
		1	2	3	4
B7	Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.				x

Code	Specific	Weighting			
		1	2	3	4
E1	To be able to design and carry out programs that optimize the academic performance of children with specific needs, as well as their personal and social development, in the framework of an inclusive education.				x
E4	To critically assess educational contexts (classroom and school) in their environment and to promote their quality and adaptation so that the well-being and accessibility of students are guaranteed.				x
E10	To know about suitable systems that improve the personal competence of students with specific educational needs of support in their psychological, social, sport and physical activity context, which can be related to their needs.			x	
E11	To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.				x
E12	To know and select the most suitable communication systems and technical helps, and to assess their efficiency in collaboration with other professionals			x	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R4, R5, R7, R9, R10	60%	Individual work: open-ended questionnaire (online)
R9	10%	Monitoring: Interactiveonline course
R4, R5, R7, R9, R10	30%	Attendance to on- campus session andparticipation in activities

Criteria for the awarding of Honours Grades: *In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honours Grade' 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, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours 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. The criteria for awarding 'Honours' will be carried out according to the criteria stipulated by the lecturer responsible for the subject detailed in the 'Observations' section of the assessment system of the teaching guide.

NOTE: Use of Artificial Intelligence:
The use of AI is permitted for:
·Study support (generating 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 permitted for:
·Performing assessable tasks, unless required in a specific activity and indicated by the teacher.
If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.

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	PRACTICAL CLASSES
M3	FACE-TO-FACE AND VIRTUAL TUTORING
M4	ASYNCHRONOUS VIRTUAL SESSIONS
M5	CONTINUOUS ASSESSMENT
M6	AUTONOMOUS WORK

In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
PARTICIPATIVE MASTER CLASS	R4, R5, R7, R9, R10	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge, which require the feed-back and involvement of the student.	0.12
PRACTICAL CLASSES	R7, R9, R10	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	0.46
FACE-TO-FACE TUTORIALS	R4, R5, R7, R9, R10	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class.	0.02
		Total	0.6

On-line learning

ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
DISCUSSION FORUM	R5, R7	Discussions and opinions on-line supervised by the teacher, which allows students to express their ideas and argued opinions regarding the texts used, the questions or contents presented inclass through the university E-learning platform. https://campusvirtual.ucv.es/.	0.02
ASYNCHRONOUS ONLINE SESSION	R10	Exposition of the contents by the teacher, analysis of competences, explication and demonstration of abilities, skills and knowledge in the Virtual classroom, which requiresfeed-back and involvement of thestudents at different moments.	0.2

ONGOING ASSESSMENT ACTIVITIES	R4, R5, R7, R9, R10	Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess, individually or in groups, the level of acquisition of the learning outcomes of different subjects through the university e-learning platform: https://campusvirtual.ucv.es/.	0.38
		Total	0.6

Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
INDEPENDENT WORK	R4, R5, R7, R9, R10	Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions. It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/.	1.8
		Total	1.8

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
BLOCK 1	Composition and operation of the Inclusive Education Attention Team (EAEI)
BLOCK 2	General aspects of blindness and visual impairment.
BLOCK 3	Psychological development and visual impairment.
BLOCK 4	Early attention and visual impairment.
BLOCK 5	Educational intervention for students with visual impairment.
BLOCK 6	Educational intervention for blind students.

Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Composition and operation of the Inclusive Education Attention Team(EAEI)	1	2
General aspects of blindness and visual impairment.	1	2
Psychological development and visual impairment.	1	2
Early attention and visual impairment.	1	2
Educational intervention for students with visual impairment.	1	2
Educational intervention for blind students.	1	2

References

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