

**COURSE DATA****Data Subject**

Code	44516
Name	Psychomotor and physical activity in therapeutic pedagogy
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
2215 - M.U. en Educación Especial 16-V.2	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2215 - M.U. en Educación Especial 16-V.2	6 - ICT, motor skills and plastic and musical expression in pedagogy	Optional

Coordination

Name	Department
MARTOS GARCIA, DANIEL	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

In the subject of Psychomotricity and Physical Activity in Therapeutic Pedagogy, it is intended to experience and discover the reality of people with disabilities in the motor field, with the intention of empathizing with them and thus creating attitudes favorable to inclusion. While it is true that adapted physical activity contemplates unbeatable possibilities of integration, it is not the least that has traditionally been accompanied by harmful stereotypes. Consequently, it is a matter of providing the students with guidelines and experiences that allow them to face the sessions of physical education or the training of some sport with certain guarantees. Not in vain, the ultimate purpose is to sensitize the future professional that disability is not absolute but, rather, relative, in many cases created, and totally surmountable through physical activity.

In conclusion, and in accordance with the arguments above, the subject is structured in three large blocks.



First, and as a starting point, we have the part of sensitization which, through the full experience of the deficiency, will lead the students to empathize with people with SEN.

Secondly, and from an opposite point of view, we will enter into the scope of inclusion in the session of Physical Education and the possibilities and strategies of which we can make use of.

Thirdly, we have the block dedicated to the adapted sport where the main disciplines, both adapted and specific and their training will be practiced, thus favoring to establish the bases for a work with clubs and sports.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No enrollment restrictions have been specified with other subjects in the curriculum.

OUTCOMES

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- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad
- Diseñar, aplicar y evaluar estrategias educativas inclusivas
- Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

LEARNING OUTCOMES

Being intends that students be able to design their own work and schedules in which psychomotricity is put at the service of Education and rehabilitation of students with NEE.



DESCRIPTION OF CONTENTS

1. THE PERCEPTION OF THE OWN BODY AS A BASE FOR THE UNDERSTANDING OF SPECIAL EDUCATIONAL NEEDS.

The body, movement and functional diversity.
The body and its possibilities of expression.
The body: critical analysis of its possibilities and limitations.

2. PHYSICAL EDUCATION FOR STUDENTS AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Regulations and Realities of Physical Education (EF)
EF as an element of driving education.
EF as a means of inclusion.

3. ADAPTATIONS AND ADAPTATIONS FOR THE TREATMENT OF DIFFERENT DISABILITIES.

Educational inclusion in EF. Theory and practice.
The attitude of teachers as a tool for attention to diversity.
Empathy and critical reflection about inclusion.

4. COMMUNICATIVE, MOTORCYCLE AND MOTIVATIONAL POSSIBILITIES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Traditional game and students with Special Educational Needs
Body expression and students with Special Educational Needs.
Cooperative learning and students with Special Educational Needs.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	21,00	100
Attendance at events and external activities	20,00	0
Readings supplementary material	34,00	0
TOTAL	75,00	

TEACHING METHODOLOGY



- Participatory master's lesson.
- Teaching in a small group.
- Work in specific classrooms.
- Academic tutoring.
- Group and cooperative work.
- Exposure, discussion and coordination

EVALUATION

The evaluation of the subject is differentiated into two blocks clearly:

- Attendance and participation in the sessions (50% of the final grade). Since the subject has an eminently practical nature, all the sessions will be developed in the gym and will carry out different practical activities. In this way, attendance at sessions should exceed 80% of the total number of these, and only absences for justified reasons of force majeure are justified. However, the attendance is not enough to obtain the maximum qualification in this section, since the students must participate actively in the activities, express themselves critically in the discussions, arrive punctually, bring the appropriate clothes for the practice and show themselves in a respectful way.
- Development of a group work (50% of the final grade). This work will develop following the guidelines explained throughout the subject and should reflect an inclusive proposal of physical education, which should be applied in a practical way in the gym. The work must be original, inclusive, where the whole group participates actively and with a coherence between what is intended and what is developed, taking into account the characteristics of physical education and the context. The written part provides for hetero-evaluation, to which it must be added that the exposition will combine teacher evaluation with self-assessment and peer evaluation.

In accordance with current regulations, it is expected that the two activities will be recoverable in the second call:

- The attendance and participation in the practical activities can be done by attending a specific or specific sport activity, following the guidelines of the teacher at each moment, so that each event witnessed will compensate for a practical session of the subject. This part of the evaluation can not be overcome by a final test.
- Work in group can be overcome in two ways: a), if the negative evaluation has been obtained by the whole group, the work must be submitted in the second call, correcting the specified errors. In case the exhibition has to be repeated, it should be carried out under the special conditions determined by the teaching staff. B), if the negative evaluation has been obtained by a person individually, must overcome the specified errors individually. Thus, this part of the evaluation can be overcome with a final test.

In the case of requiring some activity to elucidate the honors, teachers may call a final written test for that purpose.



REFERENCES

Basic

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Additional

- ARRÁEZ MARTÍNEZ, J.M. (1998): Teoría y praxis de las adaptaciones curriculares en la educación física. Ed. Aljibe.
- BUENO MARTÍN et. al. (1994): Deficiencia visual. Aspectos psicoevolutivos y educativos. Ed. Aljibe
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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Continguts / Contenidos

En general se mantienen todos los contenidos establecidos en la guía docente, ahora bien, el primero de ellos, dedicado a la percepción del cuerpo como base para la comprensión de las NEE queda bastante limitado en la modalidad de docencia no presencial, habida cuenta que muchos de los elementos contenidos en él precisan de situaciones motrices vivenciadas, imposible de compensar mediante actividades de carácter virtual.

2. Volumen de trabajo y planificación temporal de la docencia

La distribución del volumen de trabajo cambia ostensiblemente, quedando como sigue:

- Lectura de material bibliográfico diverso: 6 horas
- Elaboración de informes relacionados con los contenidos: 6 horas
- Visionado de material gráfico: 2 horas
- Clases teóricas: 3 horas
- Elaboración de trabajo teórico-práctico: 12 horas



Todo este trabajo se llevará a cabo en la modalidad no presencial a lo largo de las semanas que dura la docencia de la asignatura, entre los meses de abril y mayo.

Cada informe lo llevará a cabo el alumnado siguiendo el ritmo que desee, aunque la entrega vendrá dictaminada con sus respectivos plazos

4. Evaluación

La evaluación queda como sigue, con dos elementos fundamentales de evaluación continua:

1.- Actividades individuales. Vale 5 puntos de la nota final y se trata de elaborar distintas tareas en relación con los contenidos de la asignatura. Los criterios de evaluación son:

- Entregar en fecha y hora los trabajos relativos a cada una de las sesiones
- Desarrollar cada actividad con rigor, originalidad y relevancia, es decir, contar algo de forma única y personal y con alto valor educativo.
- Ser reflexiva y crítica

En este caso hay que ir completando informes sobre contenidos como la inclusión en Educación Física, el deporte adaptado y específico o la importancia de la formación y actitud del profesorado.

2.- Trabajo final individual. Vale 5 puntos sobre la nota final y trata de la elaboración y entrega de una propuesta educativa inclusiva relacionada con la materia. Los criterios de evaluación son:

Originalidad: propuesta no repetida, formato nuevo, etc.

- Inclusión: un alumno incluido en un aula ordinaria
- Propuesta adaptada: mostrar modificaciones establecidas
- Adecuación y uso de la legislación educativa
- Uso de literatura específica

Las condiciones específicas del mismo se detallarán convenientemente.

Para aquellas personas que no sigan la evaluación continua se prevé una evaluación final con dos elementos:

- Un examen oral por videoconferencia, con un valor de 5 puntos, y basado en los contenidos de la asignatura.
- Un trabajo individual, similar al previsto en la evaluación continua.

5. Bibliografía

La bibliografía se mantiene.