

**COURSE DATA****DATA SUBJECT****Code:** 44516**Name:** Psychomotor and physical activity in therapeutic pedagogy**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2025-26**STUDY (S)**

| Degree                                      | Center                                         | Acad. year | Period         |
|---------------------------------------------|------------------------------------------------|------------|----------------|
| 2215 - Master's Degree in Special Education | Facultat de Filosofia i Ciències de l'Educació | 1          | Second quarter |

**SUBJECT-MATTER**

| Degree                                      | Subject-matter                                                   | Character |
|---------------------------------------------|------------------------------------------------------------------|-----------|
| 2215 - Master's Degree in Special Education | ICT, motor skills and plastic and musical expression in pedagogy | ELECTIVES |

**COORDINATION**

MARTOS GARCIA DANIEL

LOPEZ CAÑADA ELENA

**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.

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## 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.

## COMPETENCES / LEARNING OUTCOMES

### 2215 - Master's Degree in Special Education

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

Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

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

**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****PRESENCIAL ACTIVITIES**

| Activity                          | Hours        |
|-----------------------------------|--------------|
| Theoretical and practical classes | 21,00        |
| <b>Total hours</b>                | <b>21,00</b> |

**NON PRESENCIAL ACTIVITIES**

| Activity | Hours |
|----------|-------|
|----------|-------|



|                                       |              |
|---------------------------------------|--------------|
| Attendance at other activities        | 20,00        |
| Individual or group project           | 0,00         |
| Independent study and work            | 34,00        |
| Preparation of lessons                | 0,00         |
| Preparation for assessment activities | 0,00         |
| Resolution of case studies            | 0,00         |
| <b>Total hours</b>                    | <b>54,00</b> |

## 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

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## 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.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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