

**COURSE DATA****DATA SUBJECT****Code:** 44516**Name:** Psychomotor and physical activity in therapeutic pedagogy**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**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

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SUMMARY

In the subject of Psychomotor and Physical Activity in Therapeutic Pedagogy, it is intended to experience and discover the reality of people with disabilities in the motor area, with the intention of empathizing with them and thus creating attitudes favourable to inclusion. While it is true that adapted physical activity offers great possibilities for integration, it is no less true that it has traditionally been accompanied by harmful stereotypes. Consequently, it is about providing the students with guidelines and experiences that allow them to face the physical education sessions or the training of some sport with certain guarantees. 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 relation to the Sustainable Development Goals (SDGs), the subject has a close relationship with number 4 dedicated to Quality Education and which refers to the need to "guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all" (United Nations, 2015).

In conclusion, and in accordance with the arguments above, the subject is structured in three large blocks. Firstly, and as a starting point, we have the awareness part which, through the full experience of the deficiency, will lead the students to empathize with people with SEN.

Secondly, and from an opposite perspective, we will delve into the field of inclusion in the Physical Education session and the possibilities and strategies we can make use of.



Thirdly, we have the blog dedicated to adapted sport where the main disciplines, both adapted and specific, and their training will be practiced, thus favouring laying the foundations for work with sports clubs and teams.

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
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	45,00
Independent study and work	5,00
Preparation of lessons	0,00
Preparation for assessment activities	4,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

The teaching methodology will be based on the experiential experience of specific situations where disability and movement interact. Thus, the proposal of the subject is eminently practical, combining practice and reflection. Group activities and simulation tasks will be used to develop empathy, acquire knowledge and facilitate the attitude towards inclusion. In this sense, the main methodological proposals will be:

- Participatory master lesson
- Teaching in small groups
- Academic tutoring
- Group and cooperative work
- Exhibition, debate and coordination

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EVALUATION



The formative and continuous assessment of the subject is clearly differentiated into two blocks:

- Classroom activities and participation in sessions (20% of the final grade). Given that the subject has an eminently practical in nature, all sessions will take place in the gymnasium where they will take place different practical activities. In this way, attendance at the sessions will be taken into account in the grading of this section.

Despite this, attendance is not sufficient to obtain the maximum qualification in this section, so the students will have to actively participate in the activities that are proposed, express themselves from critical to discussions, arrive on time, wear appropriate clothing for practice and show yourself respectfully.

-Development of a group project (60% of the final mark). This work will be developed following the guidelines explained throughout the subject and will have to reflect on an inclusive proposal of physical education, which will have to be applied in a practical way in the gym. The work will have to be original, inclusive, where the whole group participates actively and with a consistency between what is intended and what is developed, taking into account the specific characteristics of physical education and the context.

The written part provides for the heteroevaluation, at the very least, the exhibition will combine the evaluation of the teachers with self-assessment and peer assessment.

-Preparation of an individual task (20%) of the final grade. This involves reading a text dedicated to inclusion in Physical Education and providing an argumentative and critical response to several questions regarding the text. The evaluation criteria are rigor, originality of the answers and critical reflection.

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

Classroom activities and participation in sessions can be done by going to a sports activity adapted or specific, following the teachers' guidelines at all times, so that each witnessed event will compensate for a practical session of the subject. This part of the assessment cannot be passed through a final test.

- The group work can be done in two ways: a), if the entire group received a negative assessment, the work will have to be submitted in a second call, correcting the specified mistakes. If the exhibition has to be repeated, it will be carried out under the special conditions determined by the teaching staff. B), if the negative assessment was obtained by an individual person, they must overcome the errors specified individually. Thus, this part of the assessment can be passed with a final test.
- Individual work may be submitted again in the second call.

• In the event that an activity is required to elucidate honors registrations, the teaching staff may call a final written test for this purpose. In the case of people who do not follow the formative and continuous assessment, the way to pass the subject will be through a theoretical and practical test, which will consist of a conceptual examination and the delivery and defense of a work, as the group evaluation continues, but individually.

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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