

**COURSE DATA****DATA SUBJECT**

Code: 46924
Name: Research in Special Education
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Organización e Investigación aplicada en Educación Especial	COMPULSORY

COORDINATION

ALIAGA ABAD FRANCISCO MIGUEL

SUMMARY

Knowledge and research Characteristics of educational research in Special Education. General Investigation Process. Documentation The research report and APA style. Correlational designs (and other descriptive designs) Experimental designs Case study Qualitative research

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

OTHER REQUIREMENTS**COMPETENCES / LEARNING OUTCOMES**

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Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Design, implement and evaluate inclusive education strategies.

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

DESCRIPTION OF CONTENTS

1. 1. Research models. Approaches to Research and Educational Evaluation

2. 2. Research and evaluation process. Components and dynamics.

3. 3. Quality criteria in the special education research process.



4. 4. Work plans in special education: case studies and designs with small groups

5. 5. Collection and analysis of information in special education.

6. 6. Management, planning and communication: research and evaluation projects and reports

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	13,00
Preparation of lessons	5,00
Preparation for assessment activities	12,00
Resolution of case studies	0,00
Total hours	45,00

TEACHING METHODOLOGY

Participatory master lesson

Problem resolution

Study of casescooperative learning

Project management

Study and work of the student to integrate the competencies of the subject



Collaborative learning

Individualized and/or group attention

EVALUATION

The evaluation of the student's acquisition of skills will be carried out by combining different types of information. For this, different procedures can be used:

- a) Portfolios, which will include the different works carried out by the student.
- b) Tasks: documentation
- c) Questionnaires
- d) Participation

Each of these mechanisms will be assigned a final grade value according to the importance given. It is necessary to approve the tasks and take all the questionnaires

- ¿ There is no difference in the evaluation procedure between the 1st and 2nd calls.
- ¿ All sections of the evaluation can be recovered in the second call

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).

REFERENCES

- Bisquerra, R. (2014). Metodología de la investigación educativa. (4ªedic.) Madrid: La Muralla
- Fernández Batanero, J. M. (2008). La investigación en educación especial. Líneas temáticas y perspectivas de futuro. *Perfiles educativos*, 30(119), 7-32.
- León, O.G. & Montero, I. (2007). Métodos de Investigación en Psicología y Educación. (4º ed.). Madrid: McGraw-Hill.
- Muntaner, J. J. (2001). La investigación en educación especial. Universidade da Coruña
- Aguilera, M.J. y Blanco, M.S. (1987). Investigación cualitativa: características, métodos y problemática: su repercusión sobre la investigación en educación especial. Ministerio de Educación.



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- Ortega, J. L. G., & Fuentes, A. R. (2015). Líneas de investigación sobre Educación Especial en España: un estudio bibliométrico (2006-2010). *Revista de Ciencias Sociales (Ve)*, 21(2), 219-233.
- Ponce, H., Dominguez, C., & Navarro, M. A. (2016). La importancia de la investigación en la educación especial. *Nósis: Revista de Ciencias Sociales y Humanidades*, 25(50), 217-244.