



COURSE DATA

DATA SUBJECT

Code: 46940

Name: ICT Applications in Therapeutic Pedagogy

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	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	TIC, Psicomotricidad y Expresión Musical y Plástica en Pedagogía Terapéutica	ELECTIVES

COORDINATION

LACRUZ PEREZ IRENE

SUMMARY

Information and Communication Technologies (ICT) have become an essential tool in the work of therapeutic pedagogy teachers in their daily work with students with specific educational support needs, both to adapt the curriculum of these students, and to enable students' access to the curriculum itself.

The main technological resources that are commonly used by special education teachers and therapeutic pedagogy (PT) in schools will be addressed:

- Digital interactive whiteboards.
- Educational web portals and resources.
- Author programs for the creation of your own materials.
- ICT support for augmentative and alternative communication systems.



The subject will explain the operation of these tools, analyze their application in inclusive contexts adopting a critical point of view, and address the keys to maximizing their pedagogical effectiveness.

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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Be able to design, apply and evaluate assistive technologies, authoring languages and/or alternative and/or augmentative communication systems.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate inclusive education strategies.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

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 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 contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

Know the ethical principles of professional action in the field of specific educational support needs.

DESCRIPTION OF CONTENTS



1. INTERACTIVE DIGITAL BOARDS IN SPECIAL EDUCATION

Interactive digital whiteboards: Components, operation, applications and associated software of the interactive digital whiteboard (PDI).

2. PORTALS AND WEB RESOURCES FOR SPECIAL EDUCATION

Portals and web resources for special education: Analysis and assessment of portals, repositories institutional, personal websites. Lliurex resources for special education.

3. PORTALS AND WEB RESOURCES FOR SPECIAL EDUCATION

Authoring Software vs. closed software. Creation of educational activities with Jclíc. Augmented reality for special education. ARASAAC associated software.

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	40,00
Independent study and work	9,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	5,00
Total hours	54,00

TEACHING METHODOLOGY

Group and cooperative work.

Academic tutoring.

Problem-based learning.



Self-learning systems.

Work in specific classrooms (computer classroom).

Small group teaching.

Participatory master lesson

EVALUATION

The teacher will assess individual/in groups classroom tasks.

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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