

**COURSE DATA****DATA SUBJECT****Code:** 46949**Name:** Visual Sensory Disability**Cycle:** Master's Degree**ECTS Credits:** 2**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 y Discapacidad	ELECTIVES

COORDINATION

AVILA CLEMENTE VICENTA

SUMMARY

This course delves into the distinctive characteristics of individuals with severe visual impairments. It is divided into two parts: the first covers perceptual alterations experienced by individuals with visual impairments, their developmental progress, the variables that influence their adaptation to the disability throughout their life cycle. Students will engage in analyzing scientific articles discussed in sessions and by completing an introductory research project to be presented.

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

2276 - Master's Degree in Special Education

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

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 implement research procedures in the field of specific educational support needs.

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

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

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

Know the aetiology and the physical, cognitive and emotional characteristics of different syndromes with specific educational support needs.

Know the anatomophysiological fundamentals related to visual and auditory capabilities and understand the heterogeneity of the different degrees of sensory, visual and hearing impairment as well as their psychoeducational and social implications.

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. Concept and classification

How does vision work?

Parameters defining vision.

Evaluation.

Classification (Blind vs low vision).

Major pathologies.



2. Effects of visual impairment on development and learning.

1. Cognitive area.
2. Motor development.
3. Language development.
4. Social-emotional development.

3. Specific Areas of Intervention.

1. Orientation and mobility
2. Daily living skills
3. Literacy and writing

4. Assistive Technology in Visual Impairment.

1. Universal design
2. Optical and ergonomic aids
3. Assistive technologies for the visually impaired

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	20,00
Total hours	20,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	33,00

TEACHING METHODOLOGY

Presentation, debate, and coordination.

Group work and cooperative learning.



Problem-based learning.

Participatory lecture.

EVALUATION

- Report and oral presentation of assignments: 30%
- Multiple-choice and development test: 70%
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Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Conduct (123/2020).

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

REFERENCES

- MEC (2012). Educación inclusiva. Discapacidad visual. Recuperado de <http://www.ite.educacion.es/formacion/materiales/129/cd/indice.htm>
- Ávila, V., & Gil, L. (2018). Alumnado con discapacidad visual. En *Intervención psicoeducativa en alumnado con necesidades específicas de apoyo educativo* (Capítulo 10). Tirant lo Blanch.
- Ferrer, A., & Ávila, V. (2003). Intervención temprana en niños con discapacidades físicas y sensoriales. En Viguer et al. (2003) *Intervención temprana*. Barcelona: Ed. Pirámide.
- Peralta, F., y Narbona, J. (2002). Deficiencia visual en el niño. *Estudios sobre educación*, 2, 35-52.
- Ochaita, E., y Espinosa, M. A. (1995). Desarrollo y educación de los niños ciegos y deficientes visuales: Áreas prioritarias de intervención. *Psykhé*, 4(2).