

**COURSE DATA****Data Subject**

Code	33738
Name	Inclusive education
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	106 - Education policy II	Optional

Coordination

Name	Department
LOPEZ TORRIJO, MANUEL	120 - Comparative Education and History of Education

SUMMARY

The subject INCLUSIVE EDUCATION seeks to help deepen the professional training of future pedagogues in the field of diversity, undoubtedly one of the greatest innovations that have compromised and enriched contemporary education systems.

From the approaches of the Department of Comparative Education and History of Education, this optional subject offers a vision of the principles, theories, cultures, policies and practices that are vertebrating the educational attention of students in all the diversity of their capacities, limitations and needs.

In the same way, the subject invites to deepen in the analysis that concretizes those practical proposals referred to specific sectors: people with functional diversity, students with unfavorable environments, immigrants, students with high capacities, ... and this, not only in the levels of formal education, but in the non-formal education, as well as in those stages previous to the educational system and the formation throughout life.



In short, pedagogical training is offered to analyze, design, apply and evaluate educational policies, organizations and practices - local, national and international- that lead to the establishment of a truly inclusive society.

Finally, it bases the research, analysis and evaluation of documentary sources -legislative, institutional, practices, research- that make this educational invariant concrete, with the purpose of affirming the values, attitudes and criteria that must guide the professional practice of future pedagogical professionals.

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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 se han especificado restricciones de matrícula con otras asignaturas del plan de estudios. Sin embargo, es conveniente completar la formación que aporta esta asignatura con la de Diagnóstico con necesidades educativas especiales.

OUTCOMES

1307 - Degree in Pedagogy

- Develop the capacity to solve problems and make decisions.
- Develop the capacity for criticism and self-criticism.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Show active ethical commitment to human rights and sustainability.
- Show commitment to professional identity, development and ethics.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Know and understand the current educational and training systems in the international context.
- Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.



- Develop strategies and techniques to promote participation and lifelong learning.
- Be able to evaluate educational policies, institutions and systems.
- Organise and manage schools and educational institutions, services and resources.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

LEARNING OUTCOMES

- Conocer los fundamentos, principios, teorías, enfoques y problemática de la Educación Inclusiva.
- Fomentar el cultivo de los valores y actitudes implícitos en la Educación Inclusiva.
- Conocer y valorar las propuestas de las Declaraciones Internacionales en pro de una educación realmente inclusiva.
- Valorar y proponer políticas que desarrollen la igualdad de oportunidades, la no discriminación, la accesibilidad universal y la equidad educativa.
- Diseñar y valorar prácticas inclusivas que aseguren una educación real y de calidad para todo el alumnado, especialmente para el más desfavorecido.
- Diseñar medidas organizativas y didácticas que desarrollen los principios de la educación inclusiva.

Asentar las bases de una sociedad inclusiva a partir de las prácticas educativas equitativas.

DESCRIPTION OF CONTENTS

1. 1.- Historical process: from Special Education to educational integration and Inclusive Education.



2. 2 - Functions, principals, children and theoretical perspectives of the IE.

3. 3.-Consecration of a right: International Declarations

4. 4.- International Trends in Inclusive Education.

5. 5.- The Italian model of educational integration.

6. 6.-EI in Spain: national and regional policies and practices.

7. 7.-Inclusive Education in the Community of Valencia: policies and practices (I - II).

8. 8.- Programs, measures, resources and experiences for the attention to diversity.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Attendance at events and external activities	2,00	0
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,50	0
Preparation of practical classes and problem	5,00	0
TOTAL	112,50	



TEACHING METHODOLOGY

- Exhibitions by the teacher and/or the students to present, deepen and evaluate the different thematic contents.
- Search and critical study of documentary sources, regulations, experiences, theoretical proposals, studies, research,...
- Approach to the personal, educational and social reality of students with different abilities, limitations and needs, as well as with functional and social diversity.
- Experiences of experts in programme management and implementation.
- Design, elaboration and exposure to class of a study on Inclusive Education in different approaches and orientations (educational policies, practices by levels of the educational system, practices by disabilities, program proposals...).
- Review and orientation of individual and group work.
- Deepening by means of optional tasks proposed by the students and the teacher.
- Written essays. Attendance and participation in classes. Seminars. Workshops.

EVALUATION

CRITERIA:

- Knowledge of the problems, trends and political, pedagogical and social proposals regarding inclusive education.
- Critical analysis of these approaches and experiences.
- Deepening through the development of theoretical and/or practical proposals.
- Development of inclusive values and attitudes of: professional commitment, respect, empathy and responsibility with limitations and diverse needs, equity and solidarity.
- Correct formal presentation of written works and presentations in class.

INSTRUMENTS:

- Written exam on the contents of the subject: 60%. Recoverable. It is essential to have this section approved.
- Individual work or in group written of practical deepening: 20 %. Recoverable. It is optional to present it orally to the class. It is essential to have this section approved.

Participation in class activities and optional extension of contents and materials: 20 % (Workshops; participation in lectures by external experts; regular participation in classes;...). Not recoverable



REFERENCES

Basic

- [33738 Inclusive education](https://www.cer.mil.es/ColeccionesCermi/ConvencionONU/Lists/Coleccion/Attachments/7/EL%20IMPACTO%20de%20la%20C.%20ORDEN%202019, de 30 de abril, de la Conselleria de Educación, Investigación, Cultura y Deporte, por organización de la respuesta educativa para la inclusión del alumnado en los centros docentes sostenidos con sistema educativo valenciano. [2019/4442]</p><p>DECRETO 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de equidad y de inclusión educativa valenciano. [2018/7822]</p><p>Booth, T.& Ainscow, M. (2015). Guía para la Educación Inclusiva. Desarrollando el aprendizaje y la participación escolares. OEI: FUHEM</p><p>Arnaiz, P. (2003). Educación Inclusiva: una escuela para todos. Málaga: Ediciones Aljibe.</p><p>Carbonell, R. (2009). Educación Especial en Europa. Valencia: Tirant Lo Blanc.</p><p>López-Torrijo, M. y Carbonell, R. (2005). La integración Educativa y social. Barcelona: Ariel.</p><p>Vega, A. (2011). La infancia robada. Barcelona: Editorial Da Vinci.</p><p>Vega, A. (2000). La educación ante la discapacidad. Hacia una respuesta social de la escuela. Valencia: NauLlibre.</p><p>Vega, A. y López-Torrijo, M. (2011). Personas con discapacidad: desde la exclusión a la plena ciudadanía. Sociológica de Pensamiento Crítico, vol. 5 (1), 123-155.</p><p>- López-Torrijo, M. (2009). El derecho a una educación (inclusiva) de las personas con discapacidad en las Declaraciones Internacionales. En Berruete, R. y Conejero, S., El largo camino hacia una educación inclusiva. La educación especial y social el siglo XIX a nuestros días, (161-170). Pamplona: Universidad Pública de Navarra, Vol. I</p><p>Barton, L. (2008). Superar las barreras de la discapacidad. Madrid: Morata</p><p>SEEC (2018) XVI CONGRESO NACIONAL DE EDUCACIÓN COMPARADA Educación e Inclusión: Aportes y perspectivas desde la Educación Comparada para la equidad.</p><p>SLee, R. (2012). La escuela extraordinaria. Exclusión, escolarización y educación inclusiva. Madrid: Morata.</p><p>Ainscow, M. (2014). Desarrollo de escuelas inclusivas. Madrid: Narcea Ediciones (4ª edic).</p><p>Echeita, G. (2006) Educación para la inclusión o educación sin exclusiones. Madrid: Narcea ediciones.</p><p>Castillo, T. (2013). Aprendiendo a vivir. Torrelavega: Ediciones AMICA</p></div><div data-bbox=)



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Additional

- Vega, A. (2003). La educación Social ante la discapacidad. Málaga: Ediciones Aljibe.

Casanova, M.A. (2016). Educación Inclusiva, un modelo para el futuro. Madrid: La Muralla.

Hernández, D., López-Torrijo, M. y Panera, I. (2010). La atención a la diversidad en la Comunidad Valenciana. En L.M. Lázaro y A. Payá, Desigualdades y educación. Una perspectiva internacional, (1071-1089). Valencia: Departamento de Educación Comparada e Historia de la Educación de la Universitat de Valencia. <http://cudap.uv.es/index.php/inicio.html>.

Arnaiz, P. e Illán, N. (2009). Didáctica y organización en educación especial. Málaga: Aljibe.

(2018) Ministerio de Educación: <https://www.mecd.gob.es/educacion-mecd/areas-educacion/estudiantes/educacion-inclusiva/alumnado-necesidades-especiales.html> Texto referencia

Castillo, T. (2013). Déjame intentarlo. La discapacidad: hacia una visión creativa de las limitaciones humanas. Torrelavega: Ediciones AMICA

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Casanova, M.A. (2015). Diseño curricular e innovación educativa. Madrid: La Muralla.

Gutiérrez, J.N., del Barrio J.A. y Borragán, A. (2002). Estilos de aprendizaje y atención a la diversidad. Santander: Centro Asociado de la UNED en Cantabria.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1.- Contents

The contents initially included in the teaching guide are maintained.

2.-Volume of work and temporary planning of teaching



The weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide is maintained.

3.- Teaching methodology

- *Uploading materials to the Virtual Classroom*
- *BBC Synchronous Videoconference*
- *Experts' presentations and inclusive experiences (face-to-face or by synchronous BBC)*
- *Project development.*
- *Classroom exhibitions of individual or group works (face-to-face or by synchronous BBC).*
- *Practical workshops.*
- *Tutorials by videoconference*
- *Virtual Classroom Forum*
- *Proposal of activities per virtual classroom*

4.- Evaluation

- *Objective (face-to-face) evidence*
- *Open written test in person or distributed in a virtual classroom*
- *Evaluation tests through projects.*
- *Classroom exhibitions (face-to-face or by BBC).*
- *Participation in workshops.*