VNIVERSITAT Ġİ ĐVALÈNCIA

COURSE DATA

Data Subject

Code	44497
Name	Regulatory and comparative discourse and paradigms in inclusive education
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	1 - Organisation and applied research in special education	Obligatory

Coordination

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

SUMMARY

This subject is part of the common and core modules of the Master's and addresses common and basic skills and content for all itineraries. In particular, it offers common training to all Master's students in those contents, skills, procedures, values and attitudes related to inclusive education (EI).

In its beginning, it is in charge of establishing the foundations, principles and implications of inclusive education, as the axis required by the International Declarations on education (inclusive culture).

It then presents the regulatory framework that has been developed in European, national and regional policies (inclusive policies).

A third perspective is constituted by the comparative study of those exemplary practices carried out more successfully (inclusive practices).

Finally, and by specific request of the Master, it encourages a reflection on the deontological and professional code that should govern the teaching exercise of the teachers in charge of carrying out the educational inclusion of the students.

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 (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2215 - Master's Degree in Special Education

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

- 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.

- Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

- Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

- Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

- Buscar, gestionar y analizar información científico-profesional

- Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo

- Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

- Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

- Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos

- Conocer los fundamentos, principios, valores y actitudes que sustentan el derecho a la educación del alumnado con necesidades específicas de apoyo educativo

- Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos

- Conocer y analizar los programas que oferta la administración educativa

- Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo

- 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

- Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Students are expected to be able to:

- Know and apply in their professional actions the principles, demands and guidelines of an inclusive and quality education for all.

- Apply with criteria the regulations and international, national and regional guidelines to make the principle of inclusive education a reality.

- Evaluate experiences of inclusive education and design models of good practices.

- To mature and have as a professional reference a complete code of ethics adjusted to the needs of students with NEAE, as well as to the professional rights of the teaching staff.

Search, manage and analyze scientific-professional information for professional updating

DESCRIPTION OF CONTENTS

1. Culture of inclusive education: Background, foundations, principles, demands and implications of inclusive education

- Foundations and principles of inclusive education.

- Limitations, implications and requirements of education for all (EFA).

2. Clarification of the right to inclusive education

- International Declarations on IS.

- EU Policies on IS.

- Main international trends. In IS.

Most successful international experiences in IE.

3. The national regulatory framework for IE

- The LOMLOE within the framework of the EI.

- Projects, programs and national experiences.

- The IE in the Spain of the autonomies.

4. The regulatory framework of the Valencian Community

Regulatory development of IE in the Valencian Community.

- Projects, programs and experiences.

- Towards an inclusive Education Law.

5. Programs, measures and resources for attention to diversity.

- IE, commitment of the entire educational community.

- Programs, strategies and teaching methodologies for an EI.

- Monitoring and evaluation of IE: the Index for Inclusion and other instruments.

6. Ethics and professional deontology

- The values and attitudes of IE.

- Other related codes of ethics.

- Towards a Code of Ethics for IE professionals.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	21,00	100
Development of group work	17,00	0
Development of individual work	5,00	0
Study and independent work	17,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	10,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

Depending on the academic profile of the student body, and in accordance with the principles and approaches of Special Education and Inclusive Education, the methodology of this subject seeks for the student to carry out active, individualized, participatory and supportive learning, for which it combines:

- Participatory Master Lecture: Exposition of contents by the teacher or the students, to justify, frame and clarify the different thematic contents.

- Search, analysis and critical study of documentary sources, regulations, experiences, theoretical proposals, studies, research, ...

- Personal and group study related to the theoretical and practical classes about the contents of the subject.

- Design, preparation and written and oral presentation of individual or group work.

- Review and guidance of individual and group work.

- Participation in the dynamics of the class.

- Complementation with optional deepening tasks, proposed by the students themselves.

EVALUATION

The evaluation will take into account the different activities that the student has developed in the classes - theoretical and practical- and will meet the following criteria:

- Knowledge of the problems, trends and proposals regarding the specific contents of the module.

- Mastery of the strategies, materials, programs and resources of the module

- Critical analysis of these approaches and experiences.

- Deepening and explanation of the own proposals and personal approaches.

As instruments and evaluation tests, the following will be taken into account:

- Written test on the theoretical contents. Recoverable. fifty %.

- Individual or group work on "Summary of the process of an autonomous community on Inclusive Education". Recoverable. 25%.

- Individual or group elaboration on a "Draft of a Code of Ethics on the inclusive educator. Recoverable. 25%.

It is essential to have passed each of the three parts: written test on the theoretical content; Synthesis of the autonomic process on IE and draft of the Code

REFERENCES

Basic

- Arnaiz, P. (2003) La educación inclusiva: una escuela para todos. Aljibe.

- Carbonell Peris, R. López-Torrijo, M. (2005) La integración educativa y social. Ariel.

- AA.VV. (2000). Index for inclusión. Desarrollando el aprendizaje y la participación en los centros. UNESCO.

- Casanova, M.A. y Rodríguez, H. (2009) Educación inclusiva, un horizonte de posibilidades. Edit. La Muralla.

- UNESCO (2015). Declaración de Incheon, 2015. Foro Mundial de la Educación. En: http://es.unesco.org/world-education-forum-2015/about-forum/declaracion-de-incheon

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Additional

- Berruezo, R. (Coord) (2009). El largo camino hacia una educación inclusiva. UPNA.

- AEDEE (2003) Integración Educativa y Prácticas Eficaces en el Aula. AEDEE.

- Operttl, R. (2008). El camino del futuro. 48ª Reunión de la Conferencia Internacional de Educación (CIE, 2008).

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- Informe de la ONU (2015) sobre la Consecución de los Objetivos del Milenio (ODM): http://www.un.org/es/millenniumgoals/pdf/2015/mdg-report-2015_spanish.pdf

- Echeita, G. (2006). Educación para la inclusión o educación sin exclusiones. Narcea.