



Information about the subject

Degree: University Master in Inclusive Education

Faculty: Teaching and Educational Sciences

Code: 1630015

Name: Inclusive education in the world

Credits: ECTS

Semester: 2

Module: RESOURCES FOR INCLUSIVE EDUCATION

Subject Matter: Guide of resources for inclusive education

Type: Obligatory

Department: Inclusive Education, Social-Community Development and Occupational Sciences.

Type of learning: Hybrid

Language(s) in which it is taught Spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Resources for Inclusive Education	9	Alternative communication systems. Sign language. Braille	3	2
		Guide of resources for inclusive education	3	2
		Inclusive education in the world	3	2

Recommended Knowledge

No prerequisites, except those established by the general regulations for access to official master's degree courses (general and specific for the master's degree itself).

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R2	R.2 The student analyses different resources for the development of inclusive education in his/her educational environment.



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	Basic	Weighting			
		1	2	3	4
B8	Students should be able to integrate knowledge and deal with the complexity of making judgments based on information that, despite being incomplete and limited, includes considerations about social and ethical responsibilities linked to the application of their knowledge and judgments.			X	

Code	Specific	Weighting			
		1	2	3	4
G4	. R.2 The student analyses different resources for the development of inclusive education in his/her educational environment.			X	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R.2 The student analyses different resources for the development of inclusive education in his/her educational environment.	20%	MASTER CLASS
R.2 The student analyses different resources for the development of inclusive education in his/her educational environment.	25%	FACE-TO-FACE TUTORIALS
R.2 The student analyses different resources for the development of inclusive education in his/her educational environment.	55%	FACE-TO-FACE TUTORIALS

Mention of Distinction: Criteria for the awarding of Honors Grades: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honors Grade' may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of 'Matricula de Honor' may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one 'Matricula de Honor' may be awarded.

Exceptionally, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours to be awarded will be the same as if they were assigned by group,

but these may be distributed among all students according to a common criterion, regardless of the group to which they belong. The criteria for awarding 'Honours' will be carried out according to the criteria stipulated by the lecturer responsible for the subject detailed in the 'Observations' section of the assessment system of the teaching guide.

NOTE: Use of Artificial Intelligence:

The use of AI is permitted for:

- Study support (generating alternative explanations, concept maps, or self-assessment exercises)
- Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

- Performing assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	PARTICIPATORY MASTER CLASS
M2	PRACTICAL CLASSES
M3	FACE-TO-FACE AND VIRTUAL TUTORING
M4	ASYNCHRONOUS VIRTUAL SESSIONS
M5	CONTINUOUS ASSESSMENT
M6	AUTONOMOUS WORK



In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
MASTER CLASS	R2	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge, which require the feed-back and involvement of the student.	0,12
FACE-TO-FACE TUTORIALS	R2	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class.	0,08
TEAM WORK	R2	Activity that requires the participation of different students with a common objective, which forces them to personal interaction and the distribution and fulfilment of responsibilities, as well as the planning of meetings between the group members and the teacher.	0,4
Total			0,6

On-line learning

ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
DISCUSSION FORUM	R2	Discussions and opinions on-line supervised by the teacher, which allows students to express their ideas and argued opinions regarding the texts used, the questions or contents presented in class through the university e-learning platform. https://campusvirtual.ucv.es/ .	0,2
ONLINE TUTORING	R2	Personalized attention to the student in a virtual and individual way through the university e-learning platform: https://campusvirtual.ucv.es/ . It's a period of instruction and orientation carried out by a teacher which has as purpose to review and discuss the materials and issues covered in class, to help with the activities of the ongoing assessment, etc.	0,08
ONGOING ASSESSMENT ACTIVITIES	R2	Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess the level of acquisition of the learning outcomes of different subjects through the university e-learning platform: https://campusvirtual.ucv.es/ .	0,32
Total			0,6



Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
INDEPENDENT WORK	R2	Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions. It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/ .	1,8
Total			1,8

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	CONTENTS
Topic 1	Concept of resource and need of use to transfer to the communities of use the learnings made.
Topic 2	Sports resources
Topic 3	Leisure and free time resources
Topic 4	Social resources
Topic 5	Residential resources

Organization in content blocks or thematic groupings.

Development of the contents in didactic guides.



Temporary organization of learning

BLOCK OF CONTENT/DIACATIC UNIT	Number of sessions	Hours
Concept of resource and need of use to transfer to the communities of use the learnings made.	2	4
Sports resources	1	2
Leisure and free time resources	1	2
Social resources	1	2
Residential resources	1	2

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References

Basic

Agencia Europea para el Desarrollo de la Educación del Alumnado con Necesidades Educativas Especiales (2010). Atención Temprana. Progresos y desarrollo. 2005–2010, Odense, Dinamarca: Agencia Europea para el Desarrollo de la Educación del Alumnado con Necesidades Educativas Especiales

Arnaiz, P. (2011). Luchando contra la exclusión. Buenas prácticas y éxito escolar. Innovación educativa, 21, 23-35.

Booth, T. y Ainscow, M. (2011). Index of Inclusion: developing learning and participation in schools. Bristol: Centre for Studies on Inclusive Education (CSIE). Consellería de Bienestar Social (2000). Guía de recursos sociosanitarios de la Comunidad Valenciana. Generalitat Valenciana.

Consellería de Bienestar Social (2003). Guía de recursos para personas con discapacidad. Generalitat Valenciana

López, M. (2006). La dignificación del alumnado con necesidades educativas especiales. Granada: Grupo Editorial Universitario.

López, M. y Carbonell, R. (2005). La integración educativa y social. Ariel: Barcelona

EARLY CARE

GAT (2000). Libro Blanco de la Atención Temprana. Federación Estatal de Profesionales de Atención Temprana

Giné C, Gràcia M, Vilaseca R. García- Díet M. (2006) Repensar la atención temprana. Propuestas para un

desarrollo futuro. *Revista Infancia y Aprendizaje* 2006, 29 (3), 297- 313

Escorcía, T. y Rodríguez, L. (2019). *Prácticas de Atención Temprana centradas en la familia y en entornos naturales*. Editorial UNED

McWilliam, R. A., & Er, M. (2003). A model for using natural environments: International applications? Paper presented at the International Society for Early Intervention, Rome, Italy.

McWilliam, R. A., Rasmussen, J. L., & Snyder, P. (2007). Principal components of a tool for measuring typical and ideal practices in early intervention. Unpublished manuscript, Vanderbilt University, Nashville, TN.

McWilliam, R. A., & Scott, S. (2001). A support approach to early intervention: A three-part framework. *Infants & Young Children*, 4(13), 55–66.

McWilliam, R. A., Snyder, P., Harbin, G. L., Porter, P., & Munn, D. (2000). Professionals' and families' perceptions of family-centered practices in infant-toddler services. *Early Education and Development*, 11, 519–538.

WEBOGRAPHY

IMSERSO: Guide to benefits for the elderly, people with disabilities and people in a situation of dependency. State and regional resources
<http://www.imserso.es/InterPresent2/groups/imserso/documents/binario/guiapresta2012.pdf>

CERMI – Portal (Comité Español de Representantes de Personas con Discapacidad)
<http://www.cermi.es/es-ES/Paginas/Portada.aspx>.

REAL PATRONATO SOBRE DISCAPACIDAD – Gobierno de España
<http://www.rpd.es/>.

Guía de entidades http://www.cedd.net/guia-entidades-cedd.php?mostrar_form=1

PLENA INCLUSION
<http://www.plenainclusion.org/informate/publicaciones>

COCEMFE (Confederación Española de Personas con Discapacidad Física y Orgánica)
<http://www.cocemfe.es/>

FEDACE (Federación Española de Daño Cerebral)
https://fedace.org/centros_atencion_rehabilitacion_DCA.html

ASPACE

<http://www.aspace.org/prensa/publicaciones>

<https://aspace.org/publicaciones>

CNSE (Confederación Estatal de Personas Sordas)

<http://www.cnse.es/>

FIAPAS (Confederación Española de Familias de Personas Sordas)

<http://www.fiapas.es/FIAPAS/index.html>

ONCE (Organización Nacional de Ciegos Españoles)

<http://www.once.es>

FEDER (Federación Española de Enfermedades Raras)

<http://www.enfermedades-raras.org/>

FEAFES (Confederación Española de Agrupaciones de Familiares y Personas con Enfermedad Mental)

<http://feafes.org/>

DISCAPNET: Guide to disability assistance

<https://www.discapnet.es/areas-tematicas/educacion/educacion-y-discapacidad/recursos>

LIST OF DISABILITY ASSOCIATIONS IN VALENCIA

http://www.feadcv.com/feapscv_cas.php

CEFIRE

<http://cefire.edu.gva.es/>

CONSELLERÍA DE IGUALDAD Y POLÍTICAS INCLUSIVAS

Centers for Persons with Disabilities and Chronic Mental Illness

<http://www.inclusio.gva.es/es/web/discapitados/centrosb67>

Attention to migrants

<http://www.inclusio.gva.es/es/web/integracion-inclusion-social-cooperacion/integracion>

Child protection and family intervention

<http://www.inclusio.gva.es/es/web/menor/proteccion-infantil-e-intervencion-familiar6cf>

Foster care

<http://www.inclusio.gva.es/es/web/menor/acogimiento-familiar504>

Residential care

<http://www.inclusio.gva.es/es/web/menor/acogimiento-residencialaa2>

Social service centres

<http://www.inclusio.gva.es/es/web/s.sociales/centros80d>

Early Care Centers

<http://www.inclusio.gva.es/es/web/discapacitados/centro-de-atencion-temprana2df>

Workshops for socio-occupational integration

<http://www.inclusio.gva.es/es/web/menor/servicio-de-orientacion-sociolaboral-de-menores-y-jovenes0e2>

Basic vocational training programmes

<http://www.ceice.gva.es/es/web/formacion-profesional/fpb>

Home and hospital education

<http://www.ceice.gva.es/es/web/inclusioeducativa/atencio-domiciliaria-i-hospitalaria>

