Information about the subject

Degree: University Master in Inclusive Education

Faculty: Teaching and Educational Sciences

Code: 1630016   **Name: Inclusive education in the world**

Credits: ECTS   Semester: 2

Module: RESOURCES FOR INCLUSIVE EDUCATION

Subject Matter: Inclusive education in the world   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
R3	**The student compares the main models of inclusive education in the world.**

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
E13X	E13 Know and compare the different inclusive education systems existing in the world.				X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
. R3. The student compares the main models of inclusive education in the world.	30%	Analysis and comparison of innovative good practices of IA
R3. The student compares the main models of inclusive education in the world.	30%	Oral presentation of group and individual work
R3. The student compares the main models of inclusive education in the world.	20%	Individual follow-up of practical virtual work activities and tutorials.
R3. The student compares the main models of inclusive education in the world.	**20%**	Individual follow-up of attendance at face-to-face sessions and active participation in theoretical classes. internship

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	R3	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	R3	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	R3	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	R3	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	R3	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	R3	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	R3	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	Inclusive education: a comparative conceptual approach.
Topic 2	Good practices and teaching innovation in Inclusive Education European proposals
Topic 3	International and supra-national organizations dedicated to intercultural Inclusive Education the EU, the CoE, UNESCO and the OECD.

Organization in content blocks or thematic groupings.

Development of the contents in didactic guides.

Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Inclusive education: a comparative conceptual approach	2	4
Good practices and teaching innovation in Inclusive Education European proposals	2	4
International and supra-national organizations dedicated to intercultural Inclusive Education the EU, the CoE, UNESCO and the OECD.	2	4

1

References

Basic

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Council, (2018b). Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Official Journal of the European Union C 189 1-13.

Council of Europe (2011). Teachers Education for Change: The theory behind the Council of Europe. Pestalozzi Programme. Council of Europe Publishing.

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Florian, L. & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. British Educational Research Journal, 37(5), 813-828. https://doi.org/10.1080/01411926.2010.501096

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American educational research journal, 32(3), 465- 491. doi:10.3102/00028312032003465

Medina, R (2012). El Aprendizaje Servicio como una estrategia para superar las barreras al aprendizaje y a la participación Revista de Educación Inclusiva, ISSN-e 1889-4208, 5(1), 71-82

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Shuali, T. (2015) Enhancing inclusion through engaging pedagogy: The case of intercultural education. Actas del Congreso CEMIE 2015.

Sleeter, C. & Carmona, J. F. (2017). Un-standardizing curriculum: Multicultural teaching in the standards-based classroom (2nd ed.).: Teachers College Press.

Lani Florian a & Kristine Black-Hawkins b (2010) Exploring inclusive pedagogy British Educational Research Journal.

Unesco (2015). Declaración de Incheon. Educación 2030: Hacia una educación inclusiva y equitativa de calidad y un aprendizaje a lo largo de la vida para todos. Recuperada en Julio 2015, del sitio Web tema: Foro Mundial sobre la Educación 2015 en https://es.unesco.org/world-education-forum-2015/dia-3/la-declaracionsobre-el-futuro-de-la-educacion

Complementaria

Ainscow, M. (2007). Teacher development in responding to student diversity: The way ahead. In P.A. Bartolo, A. Mol Lous & T. Hofsäss (Eds.), Responding to student diversity: Teacher education and classroom processes (1-22). University of Malta.