**SUBJECT INCLUSIVE
EDUCATION IN THE WORLD
Matter
RESOURCES FOR INCLUSIVE EDUCATION**

Official Master's Degree in Inclusive Education
Catholic University of Valencia

Academic year 2023-24

GUÍA DOCENTE DE LA ASIGNATURA

	ECTS
Subject: Inclusive education in the world	**3**

Type of Training1: Compulsory	**COURSE: 1** **Semester: 1st**
Profesorado: Tamar Shuali Trachtenberg	**Department:** **Theory of Education**
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ORGANIZATION OF THE MATTER

Subjects and Subjects			
Matter	**SUBJECT**	**ECTS**	**Course/ semester**
Resources for Inclusive Education	**Inclusive Education in the World**	**3**	**1/2**

TEACHING GUIDE OF THE SUBJECT

Prerequisites: None

GENERAL OBJECTIVES

Know and compare different proposals for inclusive education in the world.
Analyze interdisciplinary studies that contribute to the development of educational measures and good practices in inclusive education.
Know the different dimensions and contexts of inclusive education in an innovative and European supranational context.

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[1] Basic training (common subject), Compulsory, Elective, External practices, Final Degree Project.

CORE COMPETENCIES	Weighting of competition			
	1	2	3	4
B8 That students are able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.				X

SPECIFIC COMPETENCES				
	1	2	3	4
E13 Know and compare the different inclusive education systems existing in the world.				X

LEARNING OUTCOMES	COMPETENCES
R.3 The student compares the main models of inclusive education in the world.	**B8, E13**

FACE-TO-FACE WORK TRAINING ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship with Learning Outcomes of the Subject**	**ECTS**
PARTICIPATORY MASTER CLASS	Presentation of contents by the teacher, analysis of competences, explanation and demonstration of capacities, skills and knowledge in the classroom, which require the feed-back and participation of the students.	R3	0,24
PRE-ESSENTIAL TUTORING	Personalized attention to the student virtually, individually, using the platform of the University https://campusvirtual.ucv.es/. Period of instruction and/or guidance conducted by a teacher for the purpose of reviewing and discussing materials and topics treaties, assist in the conduct of evaluation activities	R3	0,08

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	continues, etc.		
PRACTICAL CLASSES	Group work sessions supervised by the teacher, case studies. Meaningful construction of knowledge through student interaction and activity.	**R3**	**0,28**
		Total	**(0,6)**

NON-PRESENTIAL WORK TRAINING ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship with Learning Outcomes of the Subject**	**ECTS**
ASYNCHRONOUS VIRTUAL SESSION	Presentation of contents by the teacher, analysis of competences, explanation and demonstration of capacities, skills and knowledge in the virtual classroom, which require the feed-back and participation of the students at different times.	**R3**	**0,12**
VIRTUAL TUTORING	Personalized attention to the student virtually, individually, using the platform of the University https://campusvirtual.ucv.es/. Period of instruction and / or orientation carried out by a teacher with the aim of reviewing and discussing the materials and topics covered, helping in the realization of continuous assessment activities, etc.	**R3**	**0,08**

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CONTINUOUS ASSESSMENT ACTIVITIES	Comments, summaries, reviews of free, critical analysis and elaboration of texts, glossaries, webquest, tests, etc. that are designed to be carried out individually or in teams, to evaluate the acquisition of the learning outcomes of the different subjects and subjects, using the e-learning platform https://campusvirtual.ucv.es/	**R3**	**0,4**
		Total	**(0,6)**

TRAINING ACTIVITIES OF AUTONOMOUS WORK OF THE STUDENT

ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Outcomes of the subject	ECTS
AUTONOMOUS WORK	Study of the student: individual and / or group preparation of readings, essays, concept maps, problem solving, work, reports, etc. to expose or deliver in face-to-face classes, in face-to-face evaluation and / or in face-to-face tutorials of small group, being able to also use for delivery the platform of the University https://campusvirtual.ucv.es/.	**R3**	**1,8**
		Total	**(1,8)**

COMPETENCY ASSESSMENT SYSTEM AND QUALIFICATION SYSTEM

Assessment tool	LEARNING OUTCOMES ASSESSED	Percentage awarded
Analysis and comparison of innovative good practices of IA	R3	30%
Oral presentation of group and individual work.	R3	30%
Individual follow-up of practical virtual work activities and tutorials.	R3	20%
Individual follow-up of attendance at face-to-face sessions and active participation in theoretical classes. internship .	R3	20%

Criteria for granting the Honors: From obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement together with an effort and interest in the subject.
In turn, tuition requires additional work
established by the teacher and agreed with the students aspiring to enroll

Remarks:
Note 1 All the works will entail a template with the evaluation criteria of the same and script for the development of the same including the reference materials and established deadlines, which will be presented by the coordinator of the subject in the first class session.

Note 2 Failure to comply with the rules and deadlines established for the performance of academic activities will invalidate the grade.

DESCRIPTION OF CONTENTS	COMPETENCES
Organization in content blocks or thematic groupings. Development of the contents in didactic guides**.	**(Indicate, numerically, the related competences)**
Inclusive education: a conceptual comparative approach Good practices and teaching innovation of inclusive education European proposals.	**B8, E13**
International and supranational organizations dedicated to intercultural Inclusive Education the EU, COE, UNESCO and OECD	**B8**

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Basic

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Complementary

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Given the exceptional situation caused by the health crisis situation caused by COVID-19 and taking into account the security measures related to the development of educational activity in the university teaching field in force, the appropriate modifications are presented in the teaching guide to ensure that students achieve the learning outcomes of the subject:

Situation 1: Teaching without capacity limitation (when the number of students enrolled is less than the allowed capacity of the classroom, according to the established security measures).

In this case, no change is made to the teaching guide.

Situation 2: Teaching with limited capacity (when the number of students enrolled is greater than the allowed capacity of the classroom, according to the established security measures).

In this case, the following modifications are established:

1. Training activities of face-to-face work:

All the activities planned to be carried out in a classroom in this section of the Teaching Guide will be carried out through the simultaneity of face-to-face teaching in the classroom and synchronous virtual teaching. Students will be able to attend classes

in person or through the telematic tools provided by the University (videoconference). In any case, students who receive instruction in person and those who receive it by videoconference should rotate periodically.

In the specific case of this subject, these videoconferences will be held at through:

☐ Microsoft ⊤ e a m s   ☐ Blackboard Collaborate Ultra

☐ Kaltura

<u>Situation 3: Confinement due to a new state of alarm.</u>

In this case, the following modifications are established:

1. Training activities of face-to-face work:

All the activities planned to be carried out in a classroom in this section of the guide

Teacher, as well as personalized and group tutorials, will be carried out through of the telematic tools provided by the university

(videoconference). In the specific case of this subject, through

☐ Microsoft TeaMs   ☐ Blackboard Collaborate Ultra

☐ Kaltura

Clarifications on the practical sessions:

1. Skills acquisition assessment system and qualification system

PRE-ESSENTIAL MODALITY

With regard to evaluation instruments:

| X | No changes will be made to the assessment instruments. In the case of not being able to carry out the evaluation tests in person, they will be done electronically through the UCVnet campus.

| | The following modifications will be made to adapt the evaluation of the subject to remote teaching

According to the teaching guide		Adaptation	
Instrument of evaluation	% granted	Description of changes Proposed	Platform that will be used
– –		– –	

The rest of the evaluation instruments will not be modified with respect to what appears in the teaching guide.

Observations on the evaluation system:

REMOTE MODALITY

With regard to evaluation instruments:

X No changes will be made to the assessment instruments. In the case of not being able to carry out the evaluation tests in person, they will be done electronically through the UCVnet campus.

The following modifications will be made to adapt the evaluation of the subject

According to the teaching guide		Adaptation	
Instrument of evaluation	% granted	Description of changes Proposed	Platform that will be used
- - ·		- - ·	

The rest of the evaluation instruments will not be modified with respect to what appears in the teaching guide.

Comments on the evaluation system: ------