

63152 - Policies and practices of inclusion

Información del Plan Docente

Academic Year	2018/19
Subject	63152 - Policies and practices of inclusion
Faculty / School	107 - Facultad de Educación
Degree	573 - Master's in Lifelong Learning: Introduction to Research
ECTS	3.0
Year	1
Semester	Second semester
Subject Type	Optional
Module	---

1.General information

1.1.Aims of the course

This subject tries to achieve a basic research education on inclusion from a critical perspective.

1.2.Context and importance of this course in the degree

In the Master's Degree in Lifelong Learning in multicultural contexts inclusion is the basic field of study. Its meaning is reinforced by the needs and demands of the current social, legislative, educational and research framework that support and justify the master's degree itself. In a more concrete way, from the social point of view, the changes that have taken place in our society from the globalization and the increase of migration, among other factors, turn inclusion into a subject of necessary consideration. From a legislative point of view education emphasizes inclusion as a fundamental principle. In the research framework, systematizing knowledge about the reality of inclusive education is a necessity. The programme will therefore enrich the knowledge and analysis of inclusion policies and practices to contribute to articulate changes from a more holistic perspective. From policies that emphasize quality, attention is focused on the needs of all those involved, not just individual needs. It is also important to highlight the contradictions concerning education and inclusion.

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

1. Students will be able to analyse different meanings of teaching practices with heterogeneous population.
2. Students will explain in a theoretic way the main politics of inclusion.
3. Students recognise and value the key components of a proposal about inclusive education.
4. Students design, plan and evaluate research proposals for an inclusive education.

2.3.Importance of learning goals

Learning goals will facilitate that students understand the research about inclusion politics and practices.

63152 - Policies and practices of inclusion

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Assessment	minimum	maximum
E03 - Work analysis and cases	30	30
E04 - Essai work	60	60
E05 - Auto-assessment	10	10

The design of an original and viable Project will be valued from the following aspects:

- Review of the art: Key words, Comprehensive search, Diversification of search resources: books, articles and telematic resources (for both secondary and primary references). Personal and well structured synthesized speech.
- Questions and purposes of research: Clear formulation. Good derivation of the knowledge review. Originality and feasibility study.
- Methodological design: Justified and consistent purpose, paradigm, strategies and instruments. Timing and budgets (realistic and adjusted).
- Bibliographic support: relevant and sufficient.
- Questionnaires / survey (if any): Good formulation and structuring. Correct writing. Adequacy to the objective and research model. Understandable and motivating for those who must answer it. Validated through a system of judges.
- Public defense

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. This course favors the acquisition of knowledge about the subject-matter, and the situation of its research and educational implications.

63152 - Policies and practices of inclusion

As teaching methodologies the course includes lectures (M01), review and/or analysis of reports (M02), and a project design (M03).

Regarding the learning tasks, they will be related to, on the one hand, information searching and documentation and, on the other hand, to the analysis of different articles. The design of an original project will be another important task. Theoretical and practical tasks should consider as starting points, real situations, inquiry, reflection, dialogue and cooperation.

4.2.Learning tasks

The course includes the following learning tasks:

- Lectures: 8 hours.
- Practice sessions: 6 hours.
- Individual and group work: 4 hours.
- Students' presentations: 6 hours.
- Discussion groups / exchange and debate: 4 hours.
- Study / Complementary readings: 20 hours.
- Discussion / Supervision of work: 25 hours.
- Assessment task: 2 hours.

4.3.Syllabus

The course will address the following topics:

Topic 1. Background

- Attention to diversity based on charity.
- Attention to diversity in the neoliberal society.

Topic 2. Answers to differences in a democratic society.

- Homogenization.

63152 - Policies and practices of inclusion

- Attention to individual needs. Integration.

Topic 3. Answers to the heterogeneity in a neoliberal society.

- Policies of inclusion. Policies of quality.

- Policies of equity.

Topic 4. Attention to heterogeneity in a complex society. A critical perspective.

4.4.Course planning and calendar

4.5.Bibliography and recommended resources

- [BB] Ainscow, Mel. Mejorar las escuelas urbanas : liderazgo y colaboración / Mel Ainscow, Mel West . [1ª ed.] Madrid : Narcea : Ministerio de Educación, Política Social y Deporte, Secretaría General Técnica, 2008
- [BB] Beach, D. and Dyson, A. (2016). Equity & Education in cold climates. Oxford: The Tufnell Press.
- [BB] Benito, J. (2010). Educación y exclusión social. Revista Interuniversitaria de Formación del Profesorado, 69, 17-24. [Publicación periódica] [Acceso a texto completo]
- [BB] Casanova, María Antonia. (2017). La educación inclusiva en las aulas. Madrid: La Muralla.
- [BB] Echeita Sarrionandia, Gerardo. Educación para la inclusión o educación sin exclusiones / Gerardo Echeita Sarrionandia . Madrid : Narcea, 2006
- [BB] Echeita, G., y Domínguez, A.B. (2011). Educación inclusiva: Argumento, caminos y encrucijadas. Aula: Revista de Pedagogía de la Universidad de Salamanca, 17, 23-35. [Acceso a texto completo. Ver URL]
- Escudero, J. M. y Alfageme, B. (comp) (2016). Inclusión y exclusión educativas: realidades, miradas y propuestas. Valencia: Nau Llibres.
- [BB] Educación y diversidad : Anuario internacional de investigación sobre discapacidad e interculturalidad = Education and diversity : International yearbook of research on disabled and multicultural people / Grupo de Investigación ?Educación y Diversidad? de la Universidad de Zaragoza. Zaragoza : Mira, 2007- [Publicación periódica] [Acceso a texto completo]
- [BB]Iyanga Pendi, Augustó (2017). [La educación inclusiva \[Recurso electrónico\] : perspectiva histórica y situación actual. Valencia : Tirant humanidades](#)
- [BB] Popkewitz, Thomas S.. El cosmopolitismo y la era de la reforma escolar : la ciencia, la educación y la construcción de la sociedad mediante la construcción de la infancia / Thomas S. Popkewitz ; traducción de Redactores en Red ; revisión de Viviana Aubele . 1ª ed. Madrid : Morata, D. L. 2009
- [BB] Popkewitz, Thomas S.. La conquista del alma infantil : política de escolarización y construcción del nuevo docente / Thomas S. Popkewitz . Barcelona : Pomares-Corredor, D.L. 1998
- [BB] Varios (2009). Revista de educación inclusiva. [Publicación periódica] [Acceso a texto completo]
- [BB] Varios (2011). International Developments in Teacher Education for Inclusive Education: Issues and Challenges. Prospects, 41, (3). [Publicación periódica] [Acceso a texto completo]
- [BB] Varios. (2010). Comunidades de aprendizaje. Revista Interuniversitaria de Formación del Profesorado. [Publicación periódica] [Acceso a texto completo]
- [BB] Varios. (2011). La educación inclusiva hoy: escenarios y protagonistas. Revista Interuniversitaria de Formación del Profesorado, 70. [Publicación periódica] [Acceso a texto completo]

Listado de URL

- Craft, A. (2014). Wise Humanising Creativity: a goal for inclusive education. *Revista nacional e internacional de educación inclusiva*, 7 (1), 3-15. [<https://dialnet.unirioja.es/servlet/articulo?codigo=4772619>]
- Echeita, G. (2008). Inclusión y Exclusión Educativa. "Voz y Quebranto". REICE: Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 6(2), 9-18 [<https://dialnet.unirioja.es/ejemplar/185333>]
- Echeita, G., y Domínguez, A.B. (2011). Educación inclusiva: Argumento, caminos y encrucijadas. Aula: Revista de Pedagogía de la Universidad de Salamanca, 17, 23-35 [<https://dialnet.unirioja.es/ejemplar/290727>]

63152 - Policies and practices of inclusion

- Vigo-Arrazola, B. y Dieste-Gracia, B. (2017). Contradicciones de la educación inclusiva a través de un estudio multiescalar. *Aula Abierta*, 46, 25-32. [<https://dialnet.unirioja.es/revista/177/V/46>]