



Information about the subject

Degree: University Master in Inclusive Education

Faculty: Teaching and Educational Sciences

Code: 1630002

Name: Didactic and pedagogical aspects of inclusive education

Credits: 6 ECTS

Semester: 1

Module: Psycho-educational intervention in educational environments official

Subject Matter:

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
Psycho-educational intervention in educational environments official	21	Didactic and pedagogical aspects of inclusive education	3	1/1



Recommended Knowledge

No prerequisites, except those established by the general regulations for access to official master's degree programs (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
R1	The student designs and develops, according to the current national and autonomic regulation, the programs and services required to answer the possible situations in the educational practice of inclusive education
R7	The student develops a tutorial action plan which meets the global needs of each student.
R10	The student knows and values the ordinary and extraordinary educative answers that exist in a methodological and organizational level to favour inclusion

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	General	Weighting			
		1	2	3	4
G4	To develop new knowledge and specialized techniques, suitable for investigation and development.		X		

Code	Basic	Weighting			
		1	2	3	4
B6	To have and understand knowledge that provides a basis or opportunity to be original in the development and application of ideas, often in an investigation context.			X	
B10	Students should have learning abilities that allow them to carry on studying in a self-sufficient and self-directed way.			X	

Code	Specific	Weighting			
		1	2	3	4
E2	To guarantee the critical and active knowledge of the legal and ethical requirements that are required to facilitate the inclusion of people with diverse educational needs, and make professional judgments that improve the educational practice				X
E4	To critically assess educational contexts (classroom and school) in their environment and to promote their quality and adaptation so that the well-being and accessibility of students are guaranteed.			X	
E5	To be able to design, plan and assess programs that include ordinary and specific measures to attend diversity which are predicted in the current regulation, according to different specific needs of educational support and individual differences detected in centres, from an inclusive perspective.			X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method	
R10	50%	Group memorandum	Conceptual map about current regulation (30%)
			Inclusion indicators (20%)
R1, R7	10%	If practical solution group: Inclusion indicators, PAT	
R10	30%	Test	
R1, R7, R10	10%	Attendance to on-campus session and participation in activities	

Mention of Distinction: Criteria for the awarding of Honours Grades: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honours Grade' may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of 'Matrícula 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 'Matrícula 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.



Learning activities

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

M1	MASTER CLASS. 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
M2	PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.
M3	ASSESSMENT. Group of oral and/or written tests, expositions and paper discussions used for the initial, training and additive assessment of the student.
M4	DISCUSSION FORUM. 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/ .
M5	ONLINE TUTORING. Personalised 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.
M6	ASYNCHRONOUS ONLINE SESSION. Exposition of the contents by the teacher, analysis of competences, explication and demonstration of abilities, skills and knowledge in the Virtual classroom, which requires feed-back and involvement of the students at different moments.
M7	ONGOING ASSESSMENT ACTIVITIES. 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/
M8	INDEPENDENT WORK. 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/ .



In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
MASTER CLASS	R1, R7, R10	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.	0.4
PRACTICAL CLASSES	R1, R10	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	0.12
ASSESSMENT	R1, R10	Group of oral and/or written tests, expositions and paper discussions used for the initial, training and additive assessment of the student.	0.08
Total			(0,6)

On-line learning

SYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
ONLINE TUTORING	R1, R10	Personalised 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.	0.04
Total			(0.04)



ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
DISCUSSION FORUM	R1, R10	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/ .	0.08
ASYNCHRONOUS ONLINE SESSION	R1, R10	Exposition of the contents by the teacher, analysis of competences, explication and demonstration of abilities, skills and knowledge in the Virtual classroom, which requires feedback and involvement of the students at different moments.	0.08
ONGOING ASSESSMENT ACTIVITIES	R1, R7, R10	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/ .	0.4
Total			(0,56)

Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
INDEPENDENT WORK	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/	R1, R7, R10	1.8
Total			(1,8)



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1.	Regulatory framework.
2.	Detection of needs, analysis of barriers and strengths.
3.	Inclusion response measures. Level 1. PADIE and PAM
4.	Inclusion response measures. Level 2. Moving towards universal design for learning.
5.	Inclusion response measures. Tiers 3 and 4. PAT, PAP
6.	Schooling of students with NEE
7.	Inclusion supports



Temporary organization of learning

BLOCK OF CONTENT/DIACCTIC UNIT	Number of sessions	Hours
1.Regulatory framework.	1	2
2.Detection of needs, analysis of barriers and strengths.	1	2
3.Inclusion response measures. Level 1. PADIE and PAM	1	2
4.Inclusion response measures. Level 2. Moving towards universal design for learning.	1	2
5.Inclusion response measures. Tiers 3 and 4. PAT, PAP	1	2
6.Schooling of students with NEE	0,5	1
7.Inclusion supports	0,5	1

References

- Agencia Europea para el desarrollo de la educación del alumnado con Necesidades Educativas Especiales (2012). *Perfil profesional del docente en la educación inclusiva*. Odense (Dinamarca): Agencia Europea para el desarrollo de la educación del alumnado con Necesidades Educativas Especiales. https://www.european-agency.org/sites/default/files/te4i-profile-of-inclusive-teachers_Profile-of-Inclusive-Teachers-ES.pdf
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- Alba, C. (coord.) (2017). *Diseño Universal para el Aprendizaje: educación para todos y prácticas de enseñanza inclusivas*. Madrid: Morata. Ebook
- Arnáiz, P., De Haro, R. y Azorín, C. M. (2018). Redes de apoyo y colaboración para la mejora de la educación inclusiva. *Profesorado. Revista de currículum y formación del profesorado*, 22(2), 29-49.
- Baldoví, M. I. P. (2019). Intervención psicoeducativa en alumnado con necesidades específicas de apoyo educativo. *Profesorado, Revista de Currículum y Formación del Profesorado*, 23(1), 571-573.
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- Booth, T., Simón, C., Sandoval, M., Echeita, G. y Muñoz, Y. (2015). Guía para la educación inclusiva. Promoviendo el aprendizaje y la participación en las escuelas: nueva edición ampliada y revisada. *REICE: Revista electrónica Iberoamericana sobre calidad, eficacia y cambio en educación*, 13(3), 5-19.

Calderón, I. y Rascón, M. T. (2021). Retóricas, posibilidades e infancias desgarradas: sobre la educación inclusiva en el LOMLOE. *Cuadernos de pedagogía*, 526, 74-80

CAST (2018). *Universal Design for Learning Guidelines*. CAST. https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl.

CEFIRE Educación Inclusiva (2020). *Orientaciones para programar con diseño universal y accesibilidad (DUA-A)*. Generalitat Valenciana. <https://portal.edu.gva.es/cefireinclusiva/wp-content/uploads/sites/193/2021/09/Orientaciones-GENERALES-CAST.pdf>.

Equipo Estatal de Educación de Plena Inclusión/Comisión de familias por la inclusión (2020). *El derecho a la educación durante el COVID 19*. Madrid: Plena Inclusión. <https://www.plenainclusion.org/informate/publicaciones/el-derecho-la-educacion-durante-el-covid-19>

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Jiménez, L. O., Canosa, V. F., Meneses, E. L. y Padilla, A. H. M. (2018). *Diversidad e inclusión educativa: Respuestas innovadoras con apoyo en las TIC*. Madrid: Ediciones Octaedro.

Martínez-Usarralde, M. J. (2021). Comparative educational inclusion in UNESCO and OECD from social cartography. *Educación XX1*, 24(1), 93-115, <http://doi.org/10.5944/educXX1.26444>.

Sánchez, S. (2023). *El diseño universal para el aprendizaje: guía práctica para el profesorado* (Vol. 236). Narcea Ediciones Valdés-Morales, R., López, V. y Jiménez-Vargas, F. (2019). Inclusión educativa en relación con la cultura y la convivencia escolar. *Educación y educadores*, 22(2), 187-211.

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LEGISLACIÓN

- Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria
- Real Decreto 95/2022, de 1 de febrero, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Infantil
- Resolución de 23 de diciembre de 2021, de la directora general de Inclusión Educativa, por la cual se dictan instrucciones para la detección y la identificación de las necesidades específicas de apoyo educativo y las necesidades de compensación de desigualdades.
- Real Decreto 984/2021, de 16 de noviembre, por el que se regulan la evaluación y la promoción en la Educación Primaria, así como la evaluación, la promoción y la titulación en la Educación Secundaria Obligatoria, el Bachillerato y la Formación Profesional.
- Resolución conjunta de 17 de septiembre de 2021, de la Dirección General de Diversidad Funcional y Salud Mental y de la Dirección General de Inclusión Educativa, por la cual se establece el protocolo de coordinación de profesionales para el desarrollo de la atención temprana.

- Resolución de 2 de agosto de 2021, de la directora general de Inclusión Educativa, por la cual se establecen la organización y el procedimiento de intervención de las Unidades Especializadas de Orientación (UEO) y se concreta el procedimiento de activación de los centros de educación especial como centros de recursos.
- Resolución de 23 de julio de 2021, de la directora general de Inclusión Educativa por la cual se dictan instrucciones para la organización de la atención educativa domiciliaria y hospitalaria.
- Resolución de 23 de julio de 2021, de la Dirección General de Inclusión Educativa, por la cual prorroga la autorización y se regula el funcionamiento, con carácter experimental, de las unidades educativas terapéuticas de Elche y València
- Resolución de 20 de julio de 2021, del secretario autonómico de Educación y Formación Profesional, por la que se aprueban las instrucciones para la organización y el funcionamiento de los centros que imparten Educación Infantil de segundo ciclo y Educación Primaria durante el curso 2021-2022.
- Orden 5/2021, de 15 de julio, de la Vicepresidencia y Conselleria de Igualdad y Políticas Inclusivas y de la Conselleria de Educación, Cultura y Deporte, por la que se aprueba la nueva Hoja de Notificación para la atención socioeducativa infantil y protección del alumnado menor de edad y se establece la coordinación interadministrativa para la protección integral de la infancia y adolescencia.
- Orden 23/2021, de 6 de julio, de la Conselleria de Educación, Cultura y Deporte, por la que se determinan los criterios de creación de puestos de profesorado de la especialidad de Orientación Educativa en los equipos de Orientación Educativa, y por la que se ordena la creación de las unidades especializadas de Orientación.
- Decreto 72/2021, de 21 de mayo, del Consell, de organización de la orientación educativa y profesional en el sistema educativo valenciano.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- Decreto 253/2019, de 29 de noviembre, del Consell, de regulación de la organización y el funcionamiento de los centros públicos que imparten enseñanzas de Educación Infantil o de Educación Primaria.
- Decreto 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de equidad y de inclusión en el sistema educativo valenciano. DOCV núm. 8356 de 7 de agosto de 2018.
- Resolución de 5 de junio de 2018, de la Conselleria de Educación, Investigación, Cultura y Deporte, por la que se dictan instrucciones y orientaciones para actuar en la acogida de alumnado recién llegado, especialmente el desplazado, en los centros educativos de la Comunitat Valenciana.

