

26538 - Innovation in Inclusive Schooling

Información del Plan Docente

Academic Year	2018/19
Subject	26538 - Innovation in Inclusive Schooling
Faculty / School	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
Degree	302 - Degree in Nursery School Education 301 - Degree in Nursery School Education 303 - Degree in Nursery School Education
ECTS	6.0
Year	4
Semester	Half-yearly
Subject Type	Optional
Module	---

1.General information

1.1.Aims of the course

The aims of the course "Innovation in Inclusive Schooling"

are to increase the competence students have in unpredictable and progressively complex educational contexts to:

- Guarantee the quality of inclusive educational processes and teaching in inclusive schools
- Understand and positively influence the formation of education and teaching to have desirable effects on those involved in it
- Understand and develop an inclusive function in relation to the educational community,
- Promote ethical dimension in innovation for the improvement of teaching practices within and beyond the limits of current educational systems.

1.2.Context and importance of this course in the degree

The course promotes an integrative, joint and creative worldview in the future teacher in relation to the situation in which education is located. It provides a link between other courses subjects (early attention, disorders, etc.) as a vehicle for transforming understandings of the purpose of professional action in the educational community. It also provides theoretical-methodological training in the field of innovation in the inclusive school and will develop an open attitude towards educational change.

1.3.Recommendations to take this course

Concept of reflection, creativity and constructive critical thinking are pivotal concepts in the course and its intentions to help students course content.

2.Learning goals

2.1.Competences

2.2.Learning goals

1. Students will be able to identify and understand the strategic, epistemological theoretical, and technical dimensions and implications of different modalities of innovation
2. Will know and be able to reflect critically over and plan innovative actions in the framework of a continuous and inclusive educational process
3. Students will be able to analyze and develop innovative experiences in the specific context of an inclusive school
4. Students will be able to reflect critically on the inclusive teachers' attitudes toward people in educational process training and education

2.3.Importance of learning goals

The course will guarantee that future teachers will have a fuller understanding of and capability to act within increasingly complex educational scenarios, promoting innovation for the improvement of the teaching practice under the referent of a continuous and inclusive educational process for all people.

3.Assessment (1st and 2nd call)

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

The student must demonstrate that he has achieved the expected learning outcomes through the following assessment activities

1. A written test about the contents. This written test will account for 50% of the final grade. It will take the form of a standard test that is graded on a decimal scale and will focus on minimum content taught by the teacher and the basic reading materials and practical activities set by the teacher.
2. The presentation by the student of a portfolio assessment. The qualification obtained will be 50% of the final grade. It will be based on group products related to specific activities proposed by each teacher.

By agreement of the Department Council dated 6-6-14, at least 50% of the written test will be common for all groups of the same center that take this course.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The learning process that has been designed for this subject is based on the innovative content of the subject. We therefore propose the development of a teaching-learning process based on a dialogical, creative, meaningful, critical and reflexive methodology.

4.2.Learning tasks

To pass the course students will have to pass both the written and the portfolio assessment test. A Department Council dated 06/06/14 specified that at least 50% of the written test will be common in all groups at the same faculty.

The program offered to the student to help achieve the expected results includes the following activities ...

? Autonomous and cooperative student work.

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- ? Study of cases.
- ? Readings and text comments.
- ? Monographic works

4.3.Syllabus

Contents

1. Conceptual aspects of innovation for an inclusive school.
2. Teaching models and organizational transformation in the inclusive school.
- 3 Alternative practices in the inclusive school.

4.4.Course planning and calendar

The schedule of sessions and presentation of work will be communicated at the beginning of the academic year through the web or in writing.

The activities and key dates will be communicated through the Digital Teacher Ring (ADD) or in writing at the beginning of the class period of the subject.

The dates of the final exams can be found on the Faculty website.

4.5.Bibliography and recommended resources

[BB: Bibliografía básica / BC: Bibliografía complementaria]

BB	Carbonell Sebarroja, Jaume. Pedagogías del siglo XXI : alternativas para la innovación educativa / Jaume Carbonell Sebarroja . 1ª ed. Barcelona : Octaedro : Universitat de Barcelona, ICE, 2014
BB	Creative Learning Practices. European Experiences / Bob Jeffrey (ed.). London:The Tufnell Press, 2006
BB	Equity and education in cold climates, in Sweden and England / edited by Dennis Beach and Alan Dyson . 1st ed. London : The Tufnell Press, 2016
BB	La escuela inclusiva desde la innovación docente / Prudencia Gutiérrez Esteban, Rocío Yuste Tosina, Raquel Borrero López (coords.) . Madrid : Los libros de la catarata, D. L. 2012
BB	Sánchez Sáinz, Mercedes. Diversidad e inclusión educativa : aspectos didácticos y organizativos / Mercedes Sánchez Sáinz y Raúl García Medina . [1ª ed.] Madrid : Los Libros de la Catarata, D. L. 2013
BC	Craft, A. (2014). Wise Humanising Creativity: a goal for inclusive education. Revista de educación inclusiva, 7 (1), 3-15 [Publicación periódica] [Acceso a texto completo]
BC	Dyson, A. (2010). Developing inclusive

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- schools: three perspectives from England.
DDS-Die Deutsche Schule 102 (2/2010),
S. 115-129.
- BC** Huf, C. and Ragg, A. (2015). Social orders
and interactions among children in
age-mixed classes in primary schools-new
perspectives from a synthesis of
ethnographic data. *Ethnography and
education*, 10(2), 230-241
- BC** Kellock, A. (2011) Through the lens:
accessing children's voices in New
Zealand on well-being, *International
Journal of Inclusive
Education*, 15(1),41-55