26538 - Innovation in Inclusive Schooling

Syllabus Information

Academic Year: 2019/20
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: 301 - Degree in Nursery School Education
302 - Degree in Nursery School Education
303 - Degree in Nursery School Education
ECTS: 6.0
Year: 4
Semester: 301 - First semester
301 - First semester
302 - First semester
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Subject Type: Optional
Module: ---

1.General information

1.1.Aims of the course

By passing this subject, students will be more competent to guarantee people's education and training to face unexpected and progressively complex scenarios given today's socio-economic and cultural evolution by performing inclusive work in relation to the rest of the education community from an ethical dimension by revitalising innovation to improve the teaching practice beyond the limits of current education systems according to a continuous and inclusive education proces benchmark for people.

1.2.Context and importance of this course in the degree

This subject allows an integrative, joint and creative cosmovision to develop in future teachers in relation to the present-day situation that education constantly faces. In specialisms on the whole, it involves an articulation between the specificity of the other subjects (early attention, disorder, etc.) and professional transformative action throughout the education community. Apart from theoretical-methodological training in innovation in inclusive schooling, developing an open attitude towards change completes the meaning of this subject.

1.3.Recommendations to take this course

An attitude that favours reflection, creativity and critical constructive thinking should be taken towards the contents of this subject, which will help to achieve in-depth learning.

2.Learning goals

2.1.Competences

Having passed this subject, students will be more competent to....
Students will work on the following general (GC), transversal (TC) and specific (SC) competences:

(GC 3) Design and control learning spaces in diversity contexts that address students' singular educational needs, gender equality, equity and respect for human rights

(GC 4) Encourage co-existence inside and outside the classroom and contribute to find a pacific solution to conflicts. Know how to systematically observe contexts of learning and co-existence and how to reflect on them. Interpret educational pratices according to reference theoretical frameworks, reflect on them and act accordingly

(GC 9). Know how primary education schools are organised, and the diversity actions making up their operation. Accept that performing teaching work constantly involves making improvements and adapting to scientific, pedagogic and social lifelong changes

(GC 11) Reflect about classroom practices to be able to innovate and improve teaching work. Acquire habits and skills for autonomous cooperative learning and promote this with students and teachers. Select the most suitable educational resources for each situation

(GC 12) Understand the function, possibilities and limits of education in today's society and the basic competences that affect early childhood education schools and their professionals. Know the quality improvement models applied to education centres

(TC 1) Integrate the competences of different subjects to guide Final Graduation Projects to apply knowledge to the professional practice

(TC 2) Understand learning as a global, complex and fundamental fact by designing, planning, organising and encouraging situations of learning

(TC 3) Manage and self-regulate the progress made with learning by adapting to new situations and interrelating knowledge to devise new knowledge

(TC 4) Consider singularity in different professional contexts
(TC 5) Engage students in their learning and work

(TC 6) Work in teams and be able to play different roles in groups
(TC 7) Participate in institutional management and in the relation with its social environment
(TC 8) Inform and involve society in the institution's objectives

(TC 9) Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts

(TC 11) Face the duties and ethical dilemmas of the profession

(TC 12) Organise continuous training and encourage improved quality

(TC 13) Investigate the practice by introducing innovation proposals whose aims are improvements and creating new ideas

(TC 14) Search, manage, process, analyse and communicate information efficiently, critically and creatively

(SC 1) Understand the learning processes relating to the period of 0-6-year-olds in the family, social and school contexts

(SC 5) Know how to promote acquiring habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, accepting norms and limits, and symbolic and heuristic play

(SC 6) Know the pedagogic dimension of interacting with peers and adults, and how to promote participation in collective activities, cooperative work and individual effort

(SC 8) Know how to inform other specialised professionals to address the centre's and teacher's collaboration in dealing with any considered special education needs

 (SC 9) Acquire resources to favour the educational integration of students with difficulties

(SC 12) Promote and collaborate in actions inside and outside school organised by families, city/town councils and other institutions that impact citizens' training

(SC 13) Analyse and critically include the most relevant matters for today's society that affect family and school education: the socio-educational impact of audiovisual languages and screens; change in gender and intergenerational relations; multiculturality and interculturality; discrimination, social inclusion and sustainable development

(SC 17) Collaborate with specialised professionals to solve these disorders

(SC 19) Understand the daily dynamics of early childhood education changes according to each student, group and situation, and know how to be flexible in performing the teaching task

(SC 21) Know how to work in teams with other professionals inside and outside the school to attend to each student, and how to plan teaching-learning sequences and to organise work situations in class and in the playground by identifying the peculiarities of periods of 0-3-year-olds and 3-6-year-olds

(SC 23) Understand that systematic observation is a basic instrument to reflect on both practice and reality, and to contribute to innovation and improvement in early childhood education

(SC 26) Know how to analyse collected data, critically understand reality and write a report of the conclusions

(SC 28) Know international experiences and examples of innovative practical stays in Early Childhood Education

(SC 30) Participate in preparing and following up educational projects about Early Childhood Education as part of the centre's projects, and in collaboration with the territory, and also with other professionals and social agents

(SC32) Assess the personal relationship with each student and their family as a quality factor of education
(SC 58) Know and apply interaction and communication processes in class and master the necessary social skills to favour a classroom climate that facilitates learning and co-existence

(SC 62) Participate in improvement proposals in the different areas of action that can be set up in a centre

(SC 64) Know ways to collaborate with different sectors of the education community and the social environment

2.2.Learning goals

To pass this subject, students, should obtain the following outcomes...

1. Identify and understand the epistemological, theoretical, technical and strategic benchmarks of the various forms of innovation

2. Know and set the basis of and plan basic innovative actions within a continuous and inclusive education process framework

3. Analyse and develop innovation experiences within the inclusive school framework

4. Instil in teachers an attitude of inclusive change that favours the people in training and educational processes

2.3.Importance of learning goals

They guarantee future teacher training to face complex scenarios by revitalising innovation to improve the teaching practice according to an inclusive and continuous educational process benchmark for people.

3.Assessment (1st and 2nd call)

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

Students should demonstrate that they have achieved the foreseen learning outcomes by the following evaluation activities...

A **written exam** about the presented contents on the subject matter. It is a conventional exam marked on a decimal scale. It will be about the minimum contents taught by the teacher, and the materials, basic readings and practical activities propose by the teacher.

By an agreement reached by the Department's Board on 06/06/14, at least 50% of the written exam shall the same for all grou in the same centre learning this subject.

Students shall present an **evaluation portfolio** that includes an analysis of and reflection on three articles related to the subject's contents individually and by preparing an innovation proposal as small groups. In both cases, each group shall follow each teacher's guidance.
Students can consult Moodle for details about the article and outlines to prepare the proposal.

Evaluation criteria

1. The criteria for the written exam are the usual kind: correction, relevance and conceptual rigour

2. A rubric will be provided for each evaluation portfolio product that will apply the following general criteria: formal orthotypographic corrections, rigour, coherence, feasibility and multireferentiality

Marking criteria and requirements to pass the subject

To pass the subject, it will be necessary to pass both the written exam and all the portfolio documents.
Written exam: The mark obtained for the written exam will make up 50% of the final mark

Portfolio: The mark obtained for the portfolio will make up 50% of the final mark.

(UNIZAR) anti-plagiarism measures shall apply
Overall test and second call

The subject evaluation corresponds to only one type, and no distinction is made between the continuous evaluation and the overall test. The evaluation outcomes, criteria and requirements set out above shall apply to all students, regardless of their circumstances to learn the subject (regular attendance, irregular attendance or absenteeism). The evaluation shall be made by considering the aforementioned criteria and requirements to pass this subject.

The overall test shall include two parts:

1: A written test about the contents presented while learning the subject matter. This is a conventional exam marked on a decimal scale. It will deal with the minimum contents taught by the teacher, and about the materials, basic readings and the practical activities proposed by the teacher.

By an agreement reached by the Department's Board on 06/06/14, at least 50% of the written exam will be the same for all the groups of the same centre.

2: Students shall present an **evaluation portfolio** that includes an analysis of and reflection on three articles related to the subject's contents individually and by preparing an innovation proposal as small groups. In both cases, each group shall follow each teacher's guidance. Students can consult Moodle for details about the article and outlines to prepare the proposal.

If students pass only the portfolio or exam in the first call, this result could be maintained for the second call. Thus to pass the subject, they shall only have to perform the activity they failed in the first call.

Fifth and sixth calls

Students of the fifth and sixth calls must be aware that their evaluation shall be made before a Board of Examiners, and this rig cannot be renounced. Nonetheless, students can opt in advance to do the test with the other students in the group and then place it inside an envelope to hand it in to the Board of Examiners (Art. 23 of the Agreement of 22 December 2010, of the Governing Board, by which the Regulation on Evaluation Norms for Learning of the Universidad de Zaragoza was passe

In either case, the same evaluation criteria and requirements shall apply, which shall be specified as ordinary and general for the subject.

The UNIZAR anti-plagiarism system shall apply.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The learning process designed for this subject is based on the following: Given the subject's innovative content, it helps students to follow a teaching-learning process based on a dialogic, creative, significant, critical and reflexive metholodology**.**

4.2.Learning tasks

The syllabus offered to students to help them achieve the foreseen outcomes comprises the following activities...
The subsequent methodological strategies are (among others):

- Students' autonomous and cooperative work
- Case study

- Reading and commenting on the text

- Monographic works

- Conferences and presenting experiences
- Training seminars

- Students will work the practical stay hours at schools

4.3.Syllabus

The subject's programme

1. Conceptual aspects of innovation for inclusive schooling
2. Teaching models and organisational transformation at inclusive schools
3. Alternative practical stays at inclusive schools

4.4.Course planning and calendar

The schedule of the face-to-face sessions and when to deliver works will be communicated on the website or a written docume handed out by the teacher when the academic year starts. Activities and key dates will be communicated through ADD or on a The dates of the final exams can be consulted on the Faculty's 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 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. International Journal of Inclusive Education, 15(1),41-55