

Academic Year/course: 2022/23

## 26638 - Innovation in Inclusive Schooling

### Syllabus Information

**Academic Year:** 2022/23

**Subject:** 26638 - 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:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

To pass the course, the student will be competent to ensure education and training of people in unpredictable and progressively complex scenarios considering the current economic-social and cultural evolution, from an inclusive and in relation to educational community under an ethical dimension, promoting innovation for the improvement of teaching practice beyond the limits of current educational systems under the referent of a continuous and inclusive educational process.

The following Sustainable Development Goals (SDGs) are also considered

- 4. 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'
- 10. 'Reducing inequalities'
- 17. 'Revitalise the Global Partnership for Sustainable Development'

### 1.2. Context and importance of this course in the degree

This course aims to develop an integrative, joint and creative worldview in the future teacher, in relation to the conjunctural situation in which education is in every moment. In the whole of the mention it supposes to articulate the specificity of the rest of the subjects (early attention, disorders, etc.) and to transform the professional action in the whole of the educational community. In addition to the theoretical-methodological training in the field of innovation in the inclusive school, the course aims to develop an open attitude to the change and the meaning of the role of therapeutic teachers.

### 1.3. Recommendations to take this course

An attitude that favors reflection, creativity and constructive critical thinking must be adopted before the contents of the subject. It helps to achieve a deeper 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 practices 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; multiculturalism 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? 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, the student must demonstrate the following results ...

1. To identify and understand the epistemological, theoretical, technical and strategic referents of the different innovation modalities.
2. To Know, bases and plans innovative actions within the framework of a continuous and inclusive educational process.
3. Analyze and develop experiences of innovation in the specific framework of the inclusive school.
4. Foundation in the teacher an attitude of inclusive change, favorable towards people in educational and formative processes.

## 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...**

**Assessment will be carried out as a single modality and the aim will be to move towards continuous and formative assessment, in the sense indicated below:**

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 proposed by the teacher.

By an agreement reached by the Department's Board on 06/06/14, at least 50% of the written exam shall be the same for all groups 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 right 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 passed)

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

Reference to the Sustainable Development Goals specified below will also be considered:

4. 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' .
10. 'Reducing inequalities
17. Revitalise the Global Partnership for Sustainable Development'

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 methodology.

## 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

This will take into account the relationship with the Sustainable Development Goals specified below:

4. 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'
10. 'Reducing inequalities'
17. 'Revitalise the Global Partnership for Sustainable Development'

## 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

The contents will be in connection with the relationship to the Sustainable Development Goals specified below:

4. 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'
10. 'Reducing inequalities'
17. 'Revitalise the Global Partnership for Sustainable Development'

## 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 document

handed out by the teacher when the academic year starts. Activities and key dates will be communicated through ADD or on a written document handed out by the teacher when the subject's teaching period starts.

The dates of the final exams can be consulted on the Faculty's website.

## 4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26638>