

26538 - Innovation in Inclusive Schooling

Syllabus Information

Academic year: 2023/24

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: First semester

Subject type: Optional

Module:

1. General information

Upon passing the subject, students will be more competent to ensure the education and training of people in unpredictable and complex scenarios, with the performance of an inclusive role in relation to the rest of the educational community under an ethical dimension, promoting innovation for the improvement of teaching practice beyond the limits of current educational systems under the reference of an inclusive educational process. The following Sustainable Development Goals (SDGs) are also considered: 4, 10 and 17. An attitude that favors reflection, creativity and constructive critical thinking should be adopted before the contents of the subject, which will help to achieve a deeper learning.

2. Learning results

- Identifies and understands the epistemological, theoretical, technical and strategic references of the different innovation modalities.
- Knows, bases and plans basic innovative actions within the framework of a continuous and inclusive educational process.
- Analyzes and develops innovation experiences in the specific framework of the inclusive school.
- Acquires an attitude of inclusive change, favorable to people in training and educational processes.

3. Syllabus

1. Conceptual aspects of innovation for an inclusive school.

Educational innovation

Inclusive Education.

2. Teacher training and critical reflection in educational action.

Teaching models and organizational transformation in the inclusive school.

Teaching models for an inclusive school.

Organizational transformation in the inclusive school. Collaboration, cooperation, dialogue and reconstruction.

3. Alternative practices in the inclusive school.

Examples of reconstruction of educational practices in an inclusive school.

4. Academic activities

The methodological strategies are as follows

- Autonomous and cooperative work of students.
- Case studies.
- Readings and text commentaries.
- Monographic works.
- Conferences and presentation of experiences.
- Training seminars.
- Students will carry out practical hours in schools.
- Theoretical-practical reflection activity.

All of this will take into account the relationship with Sustainable Development Goals 4, 10 and 17.

5. Assessment system

The evaluation will be carried out as a single modality and will try to move towards a continuous and formative evaluation, in the following sense as indicated below:

- Theoretical-practical test (40%)

- Portfolio (60%)

Development of an inclusive education project

Project proposal (Group)

The presentation by the student of an evaluation portfolio that will include the analysis and reflection of three articles related with the contents of the subject, individually, and the elaboration of an innovation proposal in a small group. In both cases, in each group, the guidelines provided by each teacher will be followed.

The detail of the articles and the script for the elaboration of the proposal will be available in moodle.

The criteria are:

For the theoretical-practical test, the criteria are: correctness, relevance and conceptual rigor.

For the evaluation portfolio products, a rubric will be provided for each of them that will apply the following general criteria: formal and orthotypographic correctness, rigor, coherence, feasibility and multi-referentiality.

In order to pass the course, it will be necessary to pass both the written test and each of the portfolio documents.

Theoretical-practical test: The grade obtained will account for 40% of the final grade.

Portfolio: The grade obtained will account for 60% of the final grade.

Levels of demand and requirements for passing the subject

The theoretical and practical activity and each of the portfolio products must have a minimum of 5 points out of 10 in order to pass the subject.

Finally, it must be taken into account that the Regulations of the Coexistence Rules of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of Learning Evaluation Rules in relation to irregular practices other than academic fraud.

The overall evaluation of the course is based on a single test. The test will consist of two parts:

- Conceptual contents.
- Example of an inclusive education innovation project (proposal) to respond to the needs of a classroom heterogeneous, justified from a scientific point of view with studies that support it.

If in the first session a student passes only the portfolio or the exam, this result may be maintained for the second session . Thus, in order to pass the subject, the student will only have to complete the activity that he/she did not pass in the first call.

In either case, the same evaluation criteria and requirements specified as ordinary and general for the subject will be applied. Reference to Sustainable Development Goals 4, 10 and 17 will also be considered.

Fifth and sixth calls

Students in 5th and 6th call will be evaluated with the same evaluation system as the rest of the students, but their evaluation will be carried out by an examining board.