

26638 - Innovation in Inclusive Schooling

Syllabus Information

Academic year: 2024/25

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. Goals of the subject

On passing the subject, students will be more competent to guarantee the education and training of people in unpredictable and complex scenarios, with the performance of an inclusive function 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. An attitude should be adopted that favours reflection, creativity and constructive critical thinking in relation to the contents of the subject, which helps to achieve deeper learning.

Taught in English in Zaragoza (level B-1 required), in Spanish in Huesca and Teruel.

2. Learning results

The student, in order to pass this subject, must demonstrate the following results...

- Identifies and understands the epistemological, theoretical, technical and strategic references of the different innovation modalities.
- Knows, bases and plans basic innovative actions in 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.
- Teacher training and critical reflection in educational action.

2. 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.

The contents will be in connection with the relationship with Sustainable Development Goals 4, 10 and 17.

4. Academic activities

The learning process is based on a dialogic, creative, meaningful, critical and reflective methodology.

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

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:

- 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 'academic' work related to the contents of the subject, individually, and the development of a proposal for innovation 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 subject, 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 course

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 Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

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

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

If in the first exam a student passes only the portfolio or the exam, this result can be maintained for the second call. 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.

6. Sustainable Development Goals

- 4 - Quality Education
- 10 - Reduction of Inequalities
- 17 - Partnerships for the Goals