

Degree	Type	Year	Semester
2500798 Primary Education	FB	3	2

Contact

Name: David Duran Gisbert
Email: David.Duran@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

Differences and Inclusion is a subject that does not involve any requirement in principle. However, the competencies and methodology of the subject involve an active attitude of the students, it means, an active participation in class, a predisposition for conceptual shifts, the previous reading of some articles and cooperative attitude to work in cooperative teams. Furthermore, the knowledge learned in Learning and Development I and II subjects will facilitate the comprehension of the contents.

Objectives and Contextualisation

Differences and Inclusion is part of the Basic Course: Learning and Personality Development (Ordre Ministerial ECI/3857/2007). This is a basic and compulsory course, which is related with the basic courses of the context of Social and Juridical Sciences: Education and Psychology. The course involves 15 ECTS credits, distributed in three compulsory subjects, of 6, 4, and 5 credits respectively: Learning and Development I; Learning and development II, and Differences and Inclusion. Each subject lingers one semester and they are taken at the second and third year course of the Bachelor studies.

Differences and Inclusion is a basic course of 5 credits within the Bachelor studies of Primary Education. Together with the rest of the courses of the studies, especially the courses of pedagogy, sociology, and specific didactics, it is orientated towards professionalization of students. Its objective is to help construct criteria to analyse and comprehend the educative school practices and to develop skills to design and implement the teaching practice to attend to diversity. It means situations that entail special support needs.

Learning Objectives:

1. Potentiate the capacity of placing oneself in the transformation process towards inclusive education.
2. Understand the concepts entailed in the attention to diversity.
3. Know, understand, and respect the individual characteristics as a result of biological, psychological, cultural, and social factors. So as to emphasize the maximum level of development of all children with no discrimination
4. Know to build and apply criteria to answer to the educative needs, through methodologies that promote the participation and learning of all students.
5. Understand the need of cooperation among the different subjects (professionals, family, community), implicated in the educative task.
6. Develop a methodology to work in class that eases the participation, the cooperative work, and the relation among the theory and the practice.

Skills

- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Develop autonomous learning strategies.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Identify learning difficulties, report them and help to deal with them.
- Identifying and planning the resolving of educational situations affecting students with different abilities and different learning paces.
- Know and apply information and communication technologies to classrooms.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Assessing the existence and the need to identify barriers to learning and the participation that students can find during the process of teaching/learning, as well as the support and resources that can be uses to overcome them.
2. Assessing the value of interaction among equals, in order to understand the basis of peer learning as a process of reflection, and at the same time helping to foster autonomy.
3. Assessing the value of teamwork among teachers and other professionals in identifying, assessing and responding to the educational needs of children and producing as part of a team throughout the subject.
4. Design didactic-organizational strategies according to the needs and characteristics of pupils, encouraging attention to diversity (cooperative learning, shared teaching, etc).
5. "Develop positive attitudes towards intervention for the development of all people whatever their personal characteristics; towards interaction with family members, cooperation in professional teams and socio-educational institutions."
6. Displaying a positive attitude in recognising the importance of taking part in the process of transforming into the inclusive school, as a constant goal of teaching and throughout the teachers professional life.
7. "Identifying attitudes and educational practices that aid the adaptation to change and improved teaching (embracing a conception of the social model of the learning difficulties, in a constructivist conception of teaching/learning;) and in the constant development of the capacity for collaboration between teachers)."
8. Know about instruments (such as the Index for Inclusion) that enable identification of barriers to learning and participation, and provide elements to improve educational practice that directly impact on the presence, participation and achievement of all pupils, regardless of their individual characteristics.
9. Know and appreciate the different types of permanent teacher training, both formal and informal, to foster inclusion.
10. Knowing how to build and apply criteria for intervening and responding to educational needs, using methodologies that promote the participation and learning of all the students.
11. Presenting work, both individual and from a small group, in formats adjusted to the demands and to personal styles.
12. Recognising that individual characteristics result from the interaction between biological, psychological, cultural and social factors, and respecting this, in order to promote the full development of all children without discrimination.
13. "Recognising the common essential characteristics of the main educational singularities (sensory, motor and intellectual disabilities; behavioural disorders and those of relating; social and cultural inequalities; difficulties in oral and written language) and educational response criteria."
14. Reflecting on the experiences of professional practice in the classroom in a critical and constructive way, in the light of the content worked with.
15. Seek information, organize it and present it in class using technologies for learning and knowledge resources.

16. Understand and apply the concepts underlying attention to diversity to adapt teaching activities to the childrens educational needs.
17. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

Content

1. Differences

- 1.1 Personal, social and cultural diversity.
- 1.2 Differences in school education: problems and challenges.

2 Inclusion

- 2.1. From integration to inclusion.
- 2.2 Key Concepts in inclusive education: process, barriers for participation and learning, support.
- 2.3. International, State and national regulations

3 Schools toward inclusion

- 3.1 Factors that determine process of inclusion.
- 3.2 planning, implementation and improving inclusive plans.
- 3.3. Participation of the school community.

4. Inclusive response in the classroom

- 4.1 Strategies for inclusion; planning for all, diversity of activities and assistance, adjusted assessment.
- 4.2 Supports to the inclusion: peer learning, co-teaching and community involvement.

5. Conditions that can behave special needs

- 5.1. Conditions of social risk, disability, behavioural problems, highs abilities and learning difficulties.
- 5.2 Psycopedagogical evaluation and participation and learning plans.

Methodology

There will be a **directed work** in two different formats. On the one hand, a **presential** or face-to-face work in large group where the subject and general content will be presented by the Professor. This space is also used for the presentation by students of their works. It takes place with all the group class.

In other sessions, there will be a **split-up class** with two workspaces (1/2 of the large group) supervised by the teacher and where will be held the explanation of the main contents through an open and active participation by students, through document analysis, resolution of cases or activities.

An autonomous work by the student is also expected. through theoretical readings of texts, preparation of tests, preparation and analysis of cases, activities and optional tutorials, both individual and collective. This space will also be dedicated to research, analysis and evaluation of information about the Monography.

Finally, a supervised work in group or individually, if it is necessary will take place in order to follow-up and resolve problems during the elaboration of the different evaluative activities.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Presential work in whole and half group	38	1.52	15, 5, 13, 12
Type: Supervised			
Group supervision	22	0.88	15, 5, 13, 12
Individual final test	3	0.12	
Type: Autonomous			
Autonomous work individual or in groups	62	2.48	15, 5, 13

Evaluation

Assessment

The assessment is the tool to collect both the process and the result of the learning. The assessment will consist of:

- Class attendance and assessment activities. Needed conditions to pass the course. Student will have to attend a minimum of 80% of the classes to pass the course.
- Portfolio / critical review of the class content (30% of the final grade). In this Portfolio students have to review critically the contents worked during the course (opinions, doubts, controversies, content that has been extended, literature review, connection with the internship or with own experience, etc.). Moreover, the activities done during the course have to be included in it, too. Two deliveries, one at the half of the course and the other one at the end. Just the last one will receive a quantitative assessment.
- Authentic activity (40% of the final grade). Research, analysis and assessment of the information collected in a school, it will be orally presented in class and a final written document will be handed.
- Individual final test, where the student will have to demonstrate the comprehension of the basic contents of the course (30% of the final grade). Elaboration of the Portfolio, should allow consolidating the knowledge that will be assessed in the test.
- Voluntary work to extend the information. This work -individual or in group- will consist of an extension of a content (related to the course content) and it also contains a practical section. Therefore, this extension of the content should be related with the real-life context. It can vary the final grade maximum 2 points (when in all the other activities and test the grade has been a minimum of 4).

In order to do the mean among all the activities, a minimum score of 4 is required in all the assessment activities and a minimum of 80% of the session have to be attended.

All forms of plagiarism of any assessment activities and/or coping during an exam are reasons for being suspended.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Free deaph work	can tune note until 2 points	0	0	15, 5, 4, 6, 11, 10, 3
Group Monography	30%	0	0	15, 17, 5, 11, 13, 14, 10, 3, 1

Group portfolio	30%	0	0	16, 9, 8, 5, 4, 7, 6, 11, 13, 12, 3, 2, 1
Individual final test	40%	0	0	16, 8, 4, 6, 13, 12, 10, 3, 2, 1

Bibliography

AINSCOW, M. (1995). Necesidades especiales en el aula. Guía para la formación del profesorado. Madrid: Narcea.

AINSCOW, M. (2001). Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares. Madrid: Narcea.

ALBERTÍ, M. I ROMERO, L. (2010). Alumnado con discapacidad visual. Barcelona: Graó.

ALEGRET, J.; CASTANYS, E. I SELLLARÈS, R. (2010). Alumnado en situación de estrés emocional. Barcelona: Graó.

ARNAIZ, P. (2003). Educación inclusiva: una escuela para todos. Málaga: Aljibe.

BASSEDAS, E. (2010). Alumnado con discapacidad intelectual y retraso del desarrollo. Barcelona: Graó.

BOOTH, T. i AINSCOW, M. (2002). Index for Inclusion. Bristol: Centre for Studies on Inclusive Education. (2005) Índex per a la inclusió. Guia per a l'avaluació i millora de l'educació inclusiva. Barcelona: ICE-UB.

BOLEA, E. I GALLARDO, A. (2010). Alumnado con dificultades de regulación del comportamiento. Barcelona: Graó.

CARDONA, C. (2005). Diversidad y educación inclusiva. Madrid: Pearson.

CARDONA, C.; GOMAR, C. PALMÉS, C. I SADURNÍ, N. (2010). Alumnado con pérdida auditiva. Barcelona: Graó.

DURAN, D. (2014). Aprender a enseñar. Evidencias e implicaciones educativas de aprender enseñando. Madrid: Narcea.

DURAN, D.; GINÉ, C. i MARCHESI, A. (2010). Guia per a l'anàlisi, la reflexió i la valoració de practiques inclusives. Barcelona. Generalitat de Catalunya.

DURAN, D. i MONEREO, C. (2012). Entramado. Métodos de aprendizaje cooperativo y colaborativo. Barcelona: Horsori.

ECHEITA, G. (2006). Educación para la inclusión o educación sin exclusiones. Madrid: Narcea.

ECHEITA, G. i VERDUGO, M. A. (2004). La Declaración de Salamanca sobre Necesidades Educativas especiales 10 años después. Valoración y Perspectiva. Salamanca: Inico.

GINÉ, C. (coord.) (1996). Trastorns del desenvolupament i Necessitats Educatives Especials. Barcelona: UOC. / Intervenció psicopedagògica en els trastorns del desenvolupament. Edició del 2000.

GINÉ, C.; DURAN, D.; FONT, J.; MIQUEL, E. (coord.) (2009). La educación inclusiva. De la exclusión a la plena participación de todo el alumnado. Barcelona: Horsori.

GISPERT, D. i RIBAS, L. (2010). Alumnado con dificultades en el aprendizaje de la lectura. Barcelona: Graó.

GONZALEZ, R.M. I GUINART, S. (2010). Alumnado en situación de riesgo social. Barcelona: Graó.

GUIRADO, A. I MARTÍNEZ, M. (2011). Alumnado con altas capacidades. Barcelona: Graó.

HANKO, G. (1993) Las necesidades educativas especiales en las aulas ordinarias. Barcelona: Paidós.

- HOSTAL, C. (coord.)(2011). Alumnado con trastorno del espectro autista. Barcelona: Graó.
- HUGUET, T. (2006). Aprendre junts a l'aula. Una proposta inclusiva. Barcelona: Graó.
- OLLER, C. I COLOMÉ, E. (2010). Alumnado de otras culturas. Barcelona: Graó.
- MACARULLA, i. i SAIZ, M. (2009). Buenas prácticas de escuela inclusiva. La inclusión de alumnado con discapacidad: un reto, una necesidad. Barcelona. Graó.
- MARCHESI, A. i MARTÍN, E. (1998) Calidad de Enseñanza en tiempos de cambio. Madrid, Alianza.
- MARCHESI, A. COLL, C. i PALACIOS, J. (2001). Desarrollo psicológico y educación. 3. Trastornos de desarrollo y necesidades educativas especiales. Madrid: Alianza Editorial.
- MARTÍNEZ, M. I GUIRADO, A. (2012). Altas capacidades intelectuales. Barcelona. Graó.
- MINISTERIO DE ASUNTOS EXTERIORES Y COOPERACIÓN (2010). La Convención Internacional de Naciones Unidas sobre los Derechos de las personas con Discapacidad vista por sus protagonistas. Madrid: Down España.
- MONEREO, C.; CASTELLÓ, M.; BASSOLS, M.; MIQUEL, E. (1998) Instantànies. Projectes per atendre la diversitat. Barcelona: Edicions 62.
- MOYA, A. (2002). El profesorado de apoyo. Málaga: Aljibe.
- PUJOLÀS, P. (2003). Aprendre junts alumnes diferents. Vic: Eumo.
- ROSELL, C.; SORO-CAMATS, E. I BASIL, C. (2010). Alumnado con discapacidad motriz. Barcelona: Graó.
- STAINBACK, S. i STAINBACK W. (1999). Aulas inclusivas. Madrid: Narcea.
- URMANETA, M. (2010). Alumnado con problemas de salud. Barcelona: Graó.

Revistes:

- Boletín del Real Patronato de Prevención y de Atención a Personas con Minusvalía. Madrid.
- Journal of Inclusive Education. London: Routledge
- Revista de l'Associació Catalana d'Atenció Precoç (ACAP). Barcelona
- Revista de Educación Especial. Salamanca. Amarú.
- Revista de Educación Inclusiva. Universidad de Jaén.
- Revista Española de Síndrome de Down. Santander: Fundación Síndrome de Down.
- Revista Internacional de Educación Inclusiva. Chile.Siglo Cero. Madrid: FEAPS.
- Suports. Revista Catalana d'Educació inclusiva i Atenció a les diversitats. Vic: EUMO.

Enllaços web:

- <http://www.edu365.cat/>
- <http://www.xtec.cat/dnee/>
- <http://www.xtec.cat/eap/index.htm>
- <http://portal.unesco.org/education/>
- <http://www.inclusion.org.uk/>

