Lifelong Social and Educational Inclusion and Orientation: Research Contributions

Code: 43201
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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Prerequisites

No requeriments

Use of Languages

Principal working language: spanish (spa)

Objectives and Contextualisation

Knowing the conceptual framework around the social and educational inclusion
Analyze processes of educational and social inclusion, focused on groups and / or vulnerable groups.
Analyze the dimensions that determine the processes of socio-educational inclusion.
Evaluate innovative proposals in the context of the social and educational inclusion.
Analyze processes and models orientation throughout life

Competences

- Analyse data according to its nature and present results in accorance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Propose curricular innovation projects from the research results.
- Recognise and relate the theoretical, empirical and social aspecys of the specific field of research.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and with teams in the same or interdisciplinary fields.

Learning Outcomes

1. "Identify through research the problems and models of curricular attention and focuses in ""specific"" educational needs."
2. Analyse theoretical frameworks of reference to establish the ones that orientate research in the area of socio-educational inclusion and lifelong orientation.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Continue the learning process, to a large extent autonomously.
5. Decide on the information and the subjects involved in the study in the area of socioeducational inclusion and lifelong orientation.
6. Design curriculum innovation projects as a solution to educational problems and the research results obtained.
7. Design curriculum innovation projects in existing lines of research.
8. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
9. Evaluate curriculum innovation projects from the contributions of existing lines of research.
10. Find and analyse theoretical references related to socio-educational inclusion and life-long orientation.
11. Identify research problems related to socio-educational inclusion and life-long orientation.
12. Identify theoretical references and their adaptation for interpreting problems related to research centred on inclusion and educational equality.
13. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
14. Judge the theoretical and social importance and pertinence of research related to socio-educational inclusions and lifelong orientation.
15. Negotiate the collection of information with people and/or institutions (permission, protocols, timescale).
16. Produce conclusions taking into reference the research objectives and questions and the theoretical references of inclusive education.
17. Recognise the implications of the result obtained in orientation programmes and private and professional projects.
18. Recognise the value of developing processes of inclusion as an innovation in the different educational levels of an education for all.
19. Recognise transitions throughout life from the perspective of research results and socio-educational inclusion.
20. Relate results in accordance with their origin (sources and instruments).
21. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
22. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
23. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
24. Work in teams and with teams in the same or interdisciplinary fields.
25. Write scientific summaries to be presented to different audiences.

Content

Inclusion and equity in education. Vulnerabilities and educational care. Disability and inclusive education.
Inclusion as an innovative process in the different educational levels.
Care models and curricular approaches to educational needs.
The development of inclusive practices in education for all.
inclusive education management. Resources and support services for the social and educational inclusion.
Teacher training to the processes of educational inclusion.
Transitions throughout life from a perspective of social and educational inclusion.
Orientation programs and projects of personal and professional life.
Socio-educational inclusion, orientation and quality of life.

Methodology

The training activity will be developed from the following dynamics:
Master classes / lectures by the teacher
Reading of articles and documentary collections
Analysis and collective discussion of articles and documentary sources
Classroom practices: problem solving / cases / exercises.
Presentation / oral presentation of works.
Tutorials

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Explanations by the teachers. Participation by the students	36	1.44	
Type: Supervised			
Individual work or group work	36	1.44	
Type: Autonomous			
Activities related to personal work	78	3.12	

Assessment

(See evaluation activities)

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation	10%	0	0	
Development activities of the subject	30%	0	0	1, 2, 21, 9, 10, 3, 7, 8, 5, 6, 16, 11, 12, 22, 13, 14, 15, 18, 17, 19, 25, 20, 23, 4, 24
Report / individual work	60%	0	0	1, 2, 21, 9, 10, 3, 7, 8, 5, 6, 16, 11, 12, 22, 13, 14, 15, 18, 17, 19, 25, 20, 23, 4

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