UAB
Universitat Autònoma de Barcelona

Educational Inclusion: Specific Educational Needs in Early Childhood Education

Code: 105050
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500797 Early Childhood Education	FB	3

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Teachers

Rosa Fortuny Guasch

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

Although it is a subject that does not invlove any previous requirement, it is recommended to have taken previously the course "Processes of education and learning" during the second year, in order to facilitate the understanding of the contents studied.

Objectives and Contextualisation

This subject is part of the basic course: "Learning Disabilities and Developmental Disorders". In the current inclusive education framework, it requires a context in which the teacher, as agents of innovation in a diverse context, facilitate the transformation of an ordinary school and other services for children and their families in order to increase its capacity to attend all children under 6 years old.

The main aims are:

1. To promote a positive vision of diversity in the school and the classroom towards inclusive education.
2. To learn about the different specific needs for educational support in order to facilitate the process of inclusion for all the students.
3. To adapt the teaching and learning procedures to meet the educational needs of all students in diverse contexts.
4. To undestand the need for cooperation among different subjects (professional, family, community) involved in the educational context.

Competences

- Acquire resources to promote the educational integration of pupils with difficulties.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Identify learning difficulties, cognitive dysfunctions and problems related with attention.
- Know how to inform other professional specialists in order to address collaboration between teacher and school, to cater for special educational needs that arise.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse experiences of good practice in the process of educational inclusion to address collaborative processes between different educational agents.
2. Being aware of the importance of interactions between peers in the development of coexistence.
3. Contribute ideas and know how to integrate them in whole work of the team.
4. Critically analyse the principles, values and procedures that govern the exercise of the profession.
5. Design didactic-organizational strategies according to the needs and characteristics of pupils.
6. Designing a teaching and learning sequence that respects the globality and uniqueness of each child.
7. Develop a collaborative project in a team, as a first step towards networking.
8. Develop positive attitudes towards intervention for the development of all people, respecting their cultural and natural context.
9. Encourage positive peer interactions for conflict resolution.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Integrating and analysing the data and information from the different types of observation.
12. Know the different professional specialists working with the educational institution.
13. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
14. Produce didactic resources to meet the specific needs of pupils with educational needs related to affectivity, emotions and behaviour in the inclusive school context.
15. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
16. Reflecting on practices observed in the classroom in order to evaluate the teaching and learning processes present, depending on the content of the subject.
17. Understand the different learning abilities and rates of pupils to apply educational resources and services to improve attention to diversity.
18. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

Content

Bloc 1: conceptual framework and regulations related to diversity and the inclusive education.

1. The concept of diversity from an individual and a sociocultural perspective.

2. Historical perspective of diversity: from integration to inclusion.

3. Inclusive education and the concept of need. National and international regulations.

Bloc 2: educational response in an inclusive education framework.

4. Institutions and professionals who give support to schools and families.

5. Organizational and didactic strategies (cooperative learning, free flow, learning environment, projects, etc.).

6. Perceptions, experiences and attitudes from teachers, families and communities.

Bloc 3: conditions that requires support.

7. Psychopedagogical evaluation. Concept, aims and procedures.

8. NESE/NEE: Cognitive, sensory, physical, social, emotional and behavioural difficulties.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	30	1.2	1, 18, 12, 17, 8, 9, 2, 15, 16
Type: Supervised			
Supervised	45	1.8	4, 18, 17, 8, 7, 5, 6, 14, 10, 9, 2, 15, 16
Type: Autonomous			
Autonomous	75	3	18, 5, 6, 11, 15, 16, 13

The competences and the methodological option that is taken, require a participatory attitude of the student, related to the attendance and active participation in the classroom, the predisposition to conceptual changes, the work of previous reading of the texts Work in class and collaborative work with classmates in the small group, and also with the large group. It is possible to offer a Service Learning (SL) project or Challange Based Learning (CBL project if there is an institution that offers it.

Group (30 hours)

Presentation of the contents and key questions by the teacher and the students (Flipped classroom). The dynamics are done with the whole group class and allows the exposure of the main content through an open and active participation of the students. It will promote individual, pairs and group work. The classes can involve work before and after the class.

Seminars (45 hours)

Work organized in small groups (1/3 of the group) supervised by the teacher through analysis of articles, documents, case studies or other activities will promote in-depth learning of the content and the themes worked in the large group (mapping concepts, didactic proposals, discussion groups, oral presentations, etc.).

During the seminar it the active participation of the students will be promoted individually, in pairs and in teams. The classes in the seminars may involve assignments before and after the class.

Autonomous (75 hours)

The autonomous work aims to prepare and consolidate the work done in the classroom. In the program it will be specified the assignments and deadlines, but some individual work can be asked in the classroom to facilitate or improve the acquisition and consolidation of learning. The activity will be individual or in teams. The assignments will involve activities such as: observations, interviews, literature review, information search, reading, concept maps, reflection, synthesis, case studies, poster, among others.

Field trips: the subject can offer a field trip, linked to the knowledge of institutions and professionals or the field work that is carried out during the subject development.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Block I. Team conferences (15%) and individual test (10%). The assessment evidences are related to the themes 1,2 & 3	25%	0	0	1, 3, 18, 8, 11, 13
Block II. Individual assigment and coevaluation. The assessment evidences are related to the themes 4, 5 & 6	25%	0	0	1, 7, 5, 6, 14, 9, 2, 16
Block III. Group presentation and heteroevaluation. The assessment evidences are related to the themes 7 & 8	20%	0	0	4, 1, 3, 12, 17, 8, 7, 14, 10, 11, 15, 16, 13
Final test and selfevaluation	30%	0	0	18, 12, 17, 8, 15

The evaluation of the subject will be carried out throughout the semester through different activities. The evaluation of the blocks will consist of evidence submissions during the process and a final evidence of the entire subject.

- Block 1: will start in mid-February and early March.
- Block 2: will start in mid-March and end in the middle of April.
- Block 3: will start at the end of April and end at the end of June.

The student is expected to acquire basic training in each of the blocks; therefore, to pass the subject, each of the three blocks of content must be approved. The average grade of all blocks will only be made if all assignments and tests in each block are passed with a minimum score of five out of ten. Although there are activities to be carried out in small groups, the grades will be individual, so that not necessarily all members of the group must be evaluated with the same grade. Students are expected to show attitudes compatible with their profession to be evaluated, both in class, in interactions and in assignments.

The results of each assessment will be published on campus within 20 working days of their delivery, and a review date will be offered within 10 days of their publication.

Assessment dates:

- Group and individual activities-block I: each team will work on part of the content and present the result together between the second and fourth class (15%). At the end of block I, there will be an individual test in class linked to basic theoretical knowledge, on March 10 (10%).
- Individual work and joint assessment - Block II: at the end of block 2, on 26 of May (25%).
- Work on a child, developed and exhibited as a group - block III: exhibitions during the last two classes in June (20%).
- Case analysis activity to be solved in class individually: June 16 (30%).
- Re-evaluation: Monday 30 of June from 16.30-18.00h pm, groups 61 and 62 together.

If a student fails an activity, the teaching team will study the case and decide whether or not the suspended student has the right to recover the activity and how they can try to recover. Thus, students who during the course have adequately monitored the subject (attendance, participation, and deliveries) and still have some specific aspect not achieved, will be allowed to pass the subject, or either by carrying out additional independent and individual work, or a written test or both. This test will have a maximum grade of Pass (5). If you finally do not recover the evaluation activities of each of the blocks, it will mean that you have not reached the minimum expected and you will suspend the subject with a final grade that will be the grade of the suspended activity or the corresponding average of the suspended activities of the blogs A student who has not delivered or participated in any assessment activity will be considered NP (Not Presented).

Students who repeat the subject can request, at the beginning of the course, to the teaching staff of the subject, to be able to carry out only a final summary assessment (it can be a test and/or an assignment). If they don't ask for it, the assessment will continue.

Unique assessment

Students who, at the beginning of the academic year, take the option of a unique assessment through the procedures provided by the faculty and inform the teaching staff, will be assessed on June 16th. At the beginning of the class, the student will hand in a specific assignment linked to each of the 3 blocks (50%) and there will be a written evaluation in class linked to the contents of the whole subject (50%). To pass the subject, the student must pass the assignment and the written test with a minimum punctuation of 5 to be able to make the average grade between both parts. Only the written test will be recoverable. The recovery evaluation will take place on Monday 30th of June from 16.30-18.00h pm and will be a single written test.

The review of the final qualification follows the same procedure as for the continuous assessment.

ATTENTION

To pass this subject, the student must demonstrate, in the activities proposed, good general communication skills, both orally and in writing, and a good command of the language contained in the teaching guide. In all activities (individual and group), linguistic correction, writing, and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements. The gender perspective in general communicative expression will also be taken into account.

As a future teacher, you must show an attitude compatible with the educational profession as a requirement to pass the subject, as well as an ethical commitment to the profession. Active listening attitudes, arguing, respect for colleagues and teachers, participation, cooperation, empathy, kindness, punctuality, or the use of the appropriate mobile or laptop only when necessary for the class are required, among others. An ethical commitment to principles is needed

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The bibliography recomended counts with a similar number of authors: women and men.

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- Other articles that will be informed in every thematic blog. Altres l

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Software

The subject does not require specific software, mostly uses Moodel and TEAMS. However, to encourage some d

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed
(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon
(SEM) Seminars	623	Catalan	second semester	afternoon
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon