

Degree	Type	Year
4313815 Research in Education	OT	0

## Contact

Name: Pedro Jurado de los Santos

Email: [pedro.jurado@uab.cat](mailto:pedro.jurado@uab.cat)

## Teachers

Mario Martinez Muñoz

José María Sanahuja Gavalda

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No requeriments

## 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

## Learning Outcomes

1. CA14 (Competence) Formulate research problems related to educational inclusion and life-long training and formulate the questions and goals.
2. CA15 (Competence) Adopt criteria of methodological quality in the research of educational inclusion and life-long training.
3. CA16 (Competence) Research and innovate in the field of socio-educational inclusion and life-long training, assessing inequalities due to sex/gender or other circumstances.

4. KA12 (Knowledge) Describe the methodological paradigms, approaches and designs in the research of socio-educational inclusion and life-long training.
5. KA13 (Knowledge) Identify different lines of research in socio-educational inclusion and life-long training.
6. KA14 (Knowledge) Identify problems and respond to educational needs in relation to educational inclusion and guidance using innovative approaches.
7. KA15 (Knowledge) Recognise the ethical principles of research when producing studies on socio-educational inclusion and life-long training.
8. SA10 (Skill) Produce a comprehensive review of the scientific literature in relation to educational inclusion and life-long training.

## 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. Orientation and Socio-educational inclusion.

## Activities and Methodology

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	

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

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation	10%	0	0	CA14, CA15, CA16, KA12, KA13, KA14, KA15, SA10
Development activities of the subject	30%	0	0	CA14, CA15, CA16, KA12, KA13, KA14, KA15, SA10
Report / individual work	60%	0	0	CA14, CA15, CA16, KA12, KA13, KA14, SA10

The evaluation will take into account the established activities, with the weighting set to determine the final result.

Note: Given that the faculty indicates that all Master's subjects - with the exception of the TFM - must have the single assessment option, this will take place on March 4, 2025. Students who do not pass the 50% of the assessment activities established will have the option to recover them with the corresponding deliveries on March 18, final work delivery date, two weeks after the end of classes. Plagiarism or copying will mean failure, communicating to the coordination of the degree.

### Bibliography

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## Software

It is not required

## Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	first semester	afternoon