

Degree	Type	Year
Research in Education	OP	1

## Contact

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## Teachers

Màrius Martínez Muñoz

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## Teaching groups languages

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

## Prerequisites

No requirements

## 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

### Continous Assessment Activities

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

The evaluation will take into account the established activities, with the weighting set to determine the final result. The qualifications of the activities will be carried out in a maximum period of 15 business days.

The subject does not accept a Synthesis Test for students who enroll for the second time.

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, as long as the final result reflects a significant contribution from the student in analysis and personal reflection. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. Non-transparency in the use of AI will be considered a lack of academic honesty and may result in a penalty in the grade for the activity, or greater sanctions in serious cases.

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 3, 2026. 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 17, 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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- ORTIZ JIMÉNEZ, L. y GARRIDO MARTÍNEZ, J. (Coords.) (2020). *Educación inclusiva: abriendo puertas al futuro*. Ed. Dykinson
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- SCHALOCK, R. L., & VERDUGO, M. A. (2003). *Calidad de vida: Manual para profesionales de la educación, salud y servicios sociales*. Alianza Editorial.
- SLEE, R. (2012). *La escuela extraordinaria. Exclusión, escolarización y educación inclusiva*. Morata.
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## Software

It is not required

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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