



IDENTIFYING DATA

Education: Inclusive schooling and emphasis on diversity

Subject	Education: Inclusive schooling and emphasis on diversity			
Code	O05G110V01302			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	2nd	1st
Teaching language	Spanish			
Department				
Coordinator	González Fontão, María del Pilar			
Lecturers	González Fontão, María del Pilar			
E-mail	mpfontao@uvigo.es			
Web	http://http://webs.uvigo.es/mpfontao			
General description	<p>The subject School Inclusive and Attention to the Diversity see the constitute a subject of Basic Training framed in the 2º course of the Plan of Studies of Training of the Degree of Childish Education. This subject results relevant stop the training of the future teacher he says that in analyse and develop trends and contribucións current that allow a close up ós basic knowledges envelope to Education in situations of diversity. Like this, the main learning that pretends to arouse through this subject is the relative to the nature and problems that affect to the education when ninth the educative situations heterogeneous in Childish Education. Agree with the current situation of the educative system if you need of some qualified professionals that, also of provide of a general knowledge about of the design and planning of the teaching, to the characteristics of the process of teaching learning, etc., is necessary that know how to perform those designs adapted to the diversity of students that have the educative centres and the corresponding classrooms, also is accurate that know the different educative situations of those that present difficulties of learning and attention so as to discover and provide half and appropriate methodologies, able to offer the best possibilities of education and school inclusion. Therefore, this subject, since the pedagogical perspective, constitutes one of the central axes of the training of the Degree in Childish Education since the competitions to develop will train to the future teacher stop, also to know the legal rule and understand that the Projects of Centre have to assume the diversity, power identify diverse educative needs and know develop the timely interventions in the classroom with the object to realize a felicitous educative attention.</p>			

Competencies

Code	
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
B2	Promote and facilitate early childhood learning from a global and integrating perspective, in the different psychomotor, cognitive, emotional and volitional dimensions.
B3	Design and regulate learning spaces within diversity contexts to meet students' singular educational needs, gender equality, equity and respect for human rights.
B11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
C8	Know how to inform other professional specialists regarding centre and teacher collaboration in catering to the special educational needs that may arise.
C10	Create and maintain communication ties with families to effectively influence the educational process.
C19	Understand that the daily dynamics in primary education is changeable depending on each student, group and situation and learn to be flexible in the teaching practice.
C21	Ability to work in a team with other professionals from both inside and outside the centre, to provide attention <input type="checkbox"/> Procedure-based to every student, and to plan learning sequences and organise work situations in the classroom and playground, by identifying the specific characteristics of the 0 to 3-year-old and the 3 to 6-year-old age brackets.
C22	Cater to students' needs and transmit safety, peace of mind and affection.

C23	Understand that systematic observation is a basic instrument for reflecting on practice and reality, as well as for contributing to innovation and improving primary education.
C30	Participate in the preparation and follow-up of primary education projects within the school's framework of projects, and through collaboration with the region and with other professionals and social agents.
C61	Control and follow-up the educational process and, especially teaching and learning by mastering the techniques[] Procedure-based and the strategies needed.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D7	Troubleshooting
D9	Team Work
D12	Critical reasoning
D13	Critical reasoning
D14	Ethical commitment
D16	Adaptation to new situations
D17	Creativity
D19	Knowledge of other cultures and customs

Learning outcomes

Expected results from this subject	Training and Learning Results			
Identify difficulties of learning related with the attention to the diversity in inclusive contexts	A2		C8	D12 D13 D16
Structure and promote the autonomous learning of the students to the light of the aims and own contents of the corresponding educational level, developing strategies that avoid the exclusion and the discrimination.	A2	B11		D1 D2 D9 D12
Respect the cultural and personal differences of the students and other members of the educational community.		B2	C19	D2 D7 D9 D14
Purchase resources to favour the educational integration of students with difficulties and realise educational activities of support in the frame of an inclusive education.	A2		C21 C61	D9 D12 D13 D16
Experience a climate of positive relation and of respect that avoid the exclusion or discrimination by means of the construction of norms of democratic coexistence, facing and resolving of form collaborative problematic situations and interpersonal conflicts of diverse nature, like model of relation that afterwards can apply his professional practice		B3 B11	C10 C21	D1 D2 D7 D9 D12 D13 D14 D16
Invigorate that the student to construction participated of roles of coexistence democratic, and face and resolve of form collaborative problematic situations and interpersonal conflicts of diverse nature.		B11	C19	D2 D7 D9 D17
Purchase basic skills of design and didactic application adapted that they facilitate the inclusion of students with specific needs of educational support and develop proposals of action inside an understanding approach of the education diversified.	A2	B3	C21 C22 C61	D1 D2 D7 D9 D17
Design and develop educational projects and units of programming that allow to adapt the curriculum to the context *sociocultural and the different characteristics of the student.		B3	C21 C30	D2 D9
Know promote the acquisition of habits around the autonomy, the freedom, the experimentation, the imitation, the acceptance of norms and of limits.		B11	C19	D1 D2 D14 D16
Know the pedagogical dimension of the interaction between equal and the adults and know promote the participation in collective activities, to cooperative work and the individual effort.		B11	C10	D12 D16 D19
Know inform to the others professional specialists to tackle the collaboration of the centre and of the theacher in the attention to the special educational needs.			C8 C21 C23	D1 D12 D14

Contents

Topic

1. The inclusive school: the school of each one.
2. The concept of attention to the diversity.
3. The attention to the diversity in the educational system
4. Treatment and prevention of the difficulties of learning and of attention.
5. Programs and educational strategies of attention to the diversity in the educational centres.
6. Diagnostic and evaluation for the attention to the diversity.
7. Measures of attention to the diversity.
8. Curricular adaptations
9. School integration

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	10	30	40
Presentation	10	10	20
Problem solving	22	30	52
Mentored work	8.5	25.5	34
Portfolio / dossier	1	2	3
Objective questions exam	1	0	1

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Lecturing	Exhibition by part of the professor of the contents on the matter object of study, theoretical bases and/or guidelines of a work, exercise or project to develop by the student.
Presentation	Exhibition by part of the students of some contents referred to the matter or product of a work. Can carry out of individual way or in group.
Problem solving	Resolution of exercises or problems proposed by the reflecting teachers o and interpreting the knowledges of the matter and developing suitable solutions.
Mentored work	Development of a work or project by part of the student under the guidelines and supervision of the professor. It includes the research and collected of information, reading and handle of bibliography, Tics, editorial...

Personalized assistance

Methodologies	Description
Lecturing	It will make in n individual and group tutoring on the contents of the matter as well as support and orientation on the methodological strategies and activities developed in the subject.
Mentored work	It will make in individual and group tutoring on the content of the work.
Problem solving	Support and orientation to the students so as to resolve his doubts, so much individually like group in class or in tutorials

Tests	Description
Objective questions exam	It will attend through tutorías the questions or doubts that can present the students previously to the examination.

Assessment

	Description	Qualification	Training	and Learning	Results
Problem solving	Resolution of exercises or problems with suitable solutions	30	A2	B2 B3 B11	C8 C10 C19 C21 C22 C23 C30 C61 D1 D2 D7 D9 D12 D13 D14 D16 D17 D19

Mentored work	Dossier of works of classroom and monographic sponsored work, exhibition, ...	30	A2	B2 B3 B11	C8 C10 C19 C21 C22 C23 C30 C61	D1 D2 D7 D9 D12 D13 D14 D16 D17 D19
Objective questions exam	Proof with base in the fundamental contents of the matter	40	A2	B3	C10 C19 C21 C61	D1 D7 D12 D13 D19

Other comments on the Evaluation

Criteria to surpass the matter 1ª announcement:

- Student Assistant: it understands by student assistant that took with regularity to the classes (minimum 80%). East will have to participate in the three modalities indicated in the section of Evaluation and will be indispensable condition to surpass the matter obtain in each one of them the half of the punctuation.
- Studento no assistant: it understands by student no assistant that did not take with regularity to the classes (fault more than 20%). This will have to realise an examination in which they go in all the contents of the matter, included the tackled in the practical works. It will be indispensable condition to surpass the matter obtain like minimum 5 points.

Second announcement:

To the not surpassing the matter, the no reached competitions will be evaluated in the announcement of July. Of not approving in this last announcement will not save the punctuations obtained in her. It answers to the same requirements and proofs realised in the first announcement.

You date examinations:

The official dates of the examinations can consult in the web of the Faculty in the space date examinations 2018/19

<http://educacion-ou.webs.uvigo.es/educacion-o/web/index.php/grado-educacion-infantil/horarios>

Sources of information

Basic Bibliography

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- Rodríguez, M. P., **Educación Inclusiva, ¿Es posible desde la Educación Especial?**, 9(2), 2016
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- Simón, C., Giné, C. y Echeita, G., **Escuela, familia y comunidad: Construyendo alianzas para promover la inclusión**, 10(1), 25-42, 2016

Complementary Bibliography

- Agencia Europea para el Desarrollo de la Educación del Alumnado con NEE, **Formación del Profesorado para la Educación Inclusiva en Europa**, 2011
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- Echeíta, G, **Inclusión y Exclusión Educativa. Voz y Quebranto**, 6(2), 9-18, 2008
- Feijoo, C. R., y García, A. H., **La educación inclusiva, ¿un bien necesario o una asignatura pendiente?**, 16, 251-277, 2016
- Gallego, J. L.; Rodríguez, A, **El reto de una educación de calidad en la escuela inclusiva**, Vol. 48, Nº 1, 2014
- Guasp, J. J. M., Ramón, M. R. R., y De la Iglesia Mayol, B., **Buenas prácticas en educación inclusiva**, 34(1), 31-50, 2016

Instituto de Derechos Humanos "Bartolomé de las Casas", Universidad Carlos II, **La Educación Inclusiva en España**, Nº 29, 2011

Kyriazopoulou, M. y Weber, H., **Desarrollo de indicadores sobre educación inclusiva en Europa**, European Agency for Development in Special NeedsEd, 2009

Lozano, J. Cerezo, M.C. y Alcaraz, S., **Plan de Atención a la Diversidad**, Alianza Editorial., 2015

Ministerio de Educación, **Actuaciones de Éxito en las Escuelas Europeas**, 2011

Moya, E. C., Moya, J. M., & El Homrani, M., **El aula inclusiva. Condiciones didáctica y organizativas**, 8(3), 2015

Parrilla, A., **O longo camiño cara a inclusión**, 32, 35-54, EDUGA, 2001

Pedreira, M. y González Fontao, M. P., **El aprendizaje cooperativo en un centro de primaria: una experiencia inclusiva**, Nº 24, págs. 259-272, 2014

Rodríguez, M. y Arroyo, M.J., **Las TIC al servicio de la inclusión educativa**, Review-Number 25, June, 2014

Rojas, G. A. S., **De la anomalía a la discapacidad, una larga historia de exclusión social: de la muerte, al destierro y el repudio, a la inclusión educativa**, 3(1), 2016

Save the Children (Solla, C.), **Diagnóstico del Estado de la Educación Inclusiva en los Centros Educativos de la Comunidad de Madrid**, Save the Children, 2012

Recommendations

Subjects that are recommended to be taken simultaneously

Psychology: Prevention and treatment of childhood learning difficulties/O05G110V01305

Subjects that it is recommended to have taken before

Education: Design and development of the early childhood education curriculum/O05G110V01102

Education: New technologies applied to children's education/O05G110V01103

Education: Organisation in schools/O05G110V01203

Psychology: Developmental psychology from 0-6 years/O05G110V01104

Other comments

It suits some command of computer resources (internet, treatment of texts, program of presentation, ...) And suitable use of the library (know realise researches of bibliographic information, databases, etc.). It will value a favourable receptive attitude to the learning.

Contingency plan

Description

=== EXCEPTIONAL MEASURES SCHEDULED ===

In front of the uncertain and unpredictable evolution of the sanitary alert caused by the COVID-19, the University of Vigo establishes an extraordinary planning that will activate in the moment in that the administrations and the own institution determine it attending to criteria of security, health and responsibility, and guaranteeing the teaching in a no face-to-face stage or partially face-to-face. These already scheduled measures guarantee, in the moment that was prescriptive, the development of the teaching of a more agile and effective way when being known in advance (or with a wide *antelación) by the students and the faculty through the tool normalised and institutionalised of the educational guides.

=== ADAPTATION OF THE METHODOLOGIES ===

*Metodoloxías educational that *manteñen:

Ace *metodoloxías educational will be ace *mesmas us three stages, since *foron *deseñadas to facilitate *unha transfer *fluída from a stage 100% face-to-face to *outro 100% in remote. In *calquera case, to only *diferenza *atinxe *ou *espazo *non that will manage to *actividade. No possible stage of *ensinanza mixed *ou *semipresencial, ace *metodoloxías *levaríanse to cape of way *semipresencial and virtual. By *outra band, no stage of *ensinanza to distance, ace *metodoloxías planned *adaptaríanse to a *modalidade of *execución virtual.

*Metodoloxías Educational that modify :

*Non modifies to own dynamics of *ningunha *metodoloxía educational, except, as I gave no previous section, to *súa *modalidade of *execución, face-to-face and virtual (no case *dun mixed stage); and exclusively virtual (no case *dun stage to distance).

Mechanism *non face-to-face of attention *ao students (*titorías):

No potential stage of teaching *semipresencial, ace *sesións of *titorización *poderán make *presencialmente and/*ou no virtual dispatch, *baixo to *modalidade of *concertación previous and no time that *estableza. No case *dun educational stage *na *modalidade to distance, to *titorización *realizarse *unicamente telematic half poles mentioned.

*Modificacións (Proceed) two *contidos to give:

*Non *hai *modificacións us *contidos to give.

Additional bibliography to facilitate to car-*aprendizaxe:

To additional bibliography will be provided *ao *longo *do *desenvolvemento gives matter.

*Outras *modificacións:

□ *Ferramentas For to virtual teaching. No stage of teaching *semipresencial, *ademais gives face-to-face teaching *nas classrooms, to *actividade educational virtual *impartirse by means of Campus Integrates and *preverase *asemade or use gives platform of *teledocencia *Faitic like *reforzado, and *sen *prexuízo *doutras measured that *poidan adopt for *garantir to *accesibilidade *do students *aos *contidos educational.

□ No stage of teaching to distance, to *actividade educational *realizarse exclusively of virtual way.

=== ADAPTATION GIVES *AVALIACIÓN ===

*Non *hai changes *nin us instruments *nin us criteria of *avaliación established *na ordinary educational guide.

*Probas *pendentes That *manteñen:

All ace *probas *propostas *na educational guide for ace *vindeiras announcements, *mantéñense in *calquera give three modalities of *ensinanza planned: face-to-face, mixed and to distance, for or course 2020-21. You criteria of *avaliación, as well as to *súa weighting on to final note, *manteñen, so much for or students assistant, comma for or *non assistant. You *procedementos *ou *tipoloxía of *probas of *avaliación, *tampouco modify no *seu *contido, but if no *seu way of *execución, do not marry two *dous *potenciais extraordinary educational stages planned. Like this, no case to be *nunha situation of *ensinanza mixed *ou *semipresencial, ace *probas of *avaliación *poderán be organised of face-to-face way, *dependendo give *instalacións and half *dispoñibles. *non *fose Possible *facelas *presencialmente, *combinaríase to *modalidade face-to-face *coa virtual *ou *realizaríanse exclusively of virtual form.

To situation *é of *ensinanza to distance, all ace *probas of *avaliación *realizaranse of virtual way.

*Probas That modify

For or course 2020-2021, *non *hai *modificacións *nas *probas of *avaliación, *agás no referred *á *modalidade of *avaliación: face-to-face *ou virtual, *dependendo *do sanitary stage no that slight to cape to teaching.

*Novas *probas:

*Non Foresee *novas *probas of *avaliación.

Additional information

*Non *hai.
