

**COURSE DATA****DATA SUBJECT****Code:** 44497**Name:** Regulatory and comparative discourse and paradigms in inclusive education**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Organisation and applied research in special education	COMPULSORY

COORDINATION

LOPEZ TORRIJO MANUEL

SUMMARY

This subject is part of the common and core modules of the Master's and addresses common and basic skills and content for all itineraries. In particular, it offers common training to all Master's students in those contents, skills, procedures, values and attitudes related to inclusive education (EI).

In its beginning, it is in charge of establishing the foundations, principles and implications of inclusive education, as the axis required by the International Declarations on education (inclusive culture).

It then presents the regulatory framework that has been developed in European, national and regional policies (inclusive policies).

A third perspective is constituted by the comparative study of those exemplary practices carried out more successfully (inclusive practices).

Finally, and by specific request of the Master, it encourages a reflection on the deontological and professional code that should govern the teaching exercise of the teachers in charge of carrying out the educational inclusion of the students.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No enrollment restrictions have been specified with other subjects in the curriculum

COMPETENCES / LEARNING OUTCOMES

2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos

Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos

Conocer los fundamentos, principios, valores y actitudes que sustentan el derecho a la educación del alumnado con necesidades específicas de apoyo educativo

Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo

Conocer y analizar los programas que oferta la administración educativa

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar, aplicar y evaluar estrategias educativas inclusivas

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones



Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. Culture of inclusive education: Background, foundations, principles, demands and implications of inclusive education

- Foundations and principles of inclusive education.
- Limitations, implications and requirements of education for all (EFA).

2. Clarification of the right to inclusive education

- International Declarations on IS.
 - EU Policies on IS.
 - Main international trends. In IS.
- Most successful international experiences in IE.

3. The national regulatory framework for IE

- The LOMLOE within the framework of the EI.
- Projects, programs and national experiences.
- The IE in the Spain of the autonomies.

Regulatory development of IE in the Valencian Community.



4. The regulatory framework of the Valencian Community

Regulatory development of IE in the Valencian Community.- Projects, programs and experiences.
 - Towards an inclusive Education Law.

5. Programs, measures and resources for attention to diversity.

- IE, commitment of the entire educational community.
 - Programs, strategies and teaching methodologies for an EI.
 - Monitoring and evaluation of IE: the Index for Inclusion and other instruments.

6. Ethics and professional deontology

- The values and attitudes of IE.
 - Other related codes of ethics.
 - Towards a Code of Ethics for IE professionals.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	21,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	22,00
Independent study and work	22,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Depending on the academic profile of the student body, and in accordance with the principles and approaches of Special Education and Inclusive Education, the methodology of this subject seeks for the student to carry out active, individualized, participatory and supportive learning, for which it combines:

- Participatory Master Lecture: Exposition of contents by the teacher or the students, to justify, frame and



clarify the different thematic contents.

- Search, analysis and critical study of documentary sources, regulations, experiences, theoretical proposals, studies, research, ...
- Personal and group study related to the theoretical and practical classes about the contents of the subject.
- Design, preparation and written and oral presentation of individual or group work.
- Review and guidance of individual and group work.
- Participation in the dynamics of the class.
- Complementation with optional deepening tasks, proposed by the students themselves.

EVALUATION

The evaluation will take into account the different activities that the student has developed in the classes - theoretical and practical- and will meet the following criteria:

- Knowledge of the problems, trends and proposals regarding the specific contents of the module.
- Mastery of the strategies, materials, programs and resources of the module
- Critical analysis of these approaches and experiences.
- Deepening and explanation of the own proposals and personal approaches.

As instruments and evaluation tests, the following will be taken into account:

- Written test on the theoretical contents. Recoverable. fifty %.
- Individual or group work on "Summary of the process of an autonomous community on Inclusive Education". Recoverable. 25%.
- Individual or group elaboration on a ¿Draft of a Code of Ethics on the inclusive educator. Recoverable. 25%.



It is essential to have passed each of the three parts: written test on the theoretical content; Synthesis of the autonomic process on IE and draft of the Code

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- Arnaiz, P. (2003) La educación inclusiva: una escuela para todos. Aljibe.
- Carbonell Peris, R. López-Torrijo, M. (2005) La integración educativa y social. Ariel.
- AA.VV. (2000). Index for inclusión. Desarrollando el aprendizaje y la participación en los centros. UNESCO.
- Casanova, M.A. y Rodríguez, H. (2009) Educación inclusiva, un horizonte de posibilidades. Edit. La Muralla.
- UNESCO (2015). Declaración de Incheon, 2015. Foro Mundial de la Educación. En: <http://es.unesco.org/world-education-forum-2015/about-forum/declaracion-de-incheon>
- Vega, A., López-Torrijo, M. y Garín, S. (2013). La educación inclusiva: entre la crisis y la indignación. Intersticios. Revista Sociológica de Pensamiento Crítico. Vol.7, nº1, 315-336. En: <http://www.intersticios.es/article/view/11382>
- Berruezo, R. (Coord) (2009). El largo camino hacia una educación inclusiva. UPNA.
- AEDEE (2003) Integración Educativa y Prácticas Eficaces en el Aula. AEDEE.
- Operttl, R. (2008). El camino del futuro. 48ª Reunión de la Conferencia Internacional de Educación (CIE, 2008).



**44497 Regulatory and comparative discourse and
paradigms in inclusive education**

- VEGA, A. (2007), De la dependencia a la autonomía: ¿dónde queda la educación? Educación XX1. 10, 2007, pp. 239-264. <http://www.uned.es/educacionXX1/pdfs/10-11.pdf>.
- Informe de la ONU (2015) sobre la Consecución de los Objetivos del Milenio (ODM): http://www.un.org/es/millenniumgoals/pdf/2015/mdg-report-2015_spanish.pdf
- Echeita, G. (2006). Educación para la inclusión o educación sin exclusiones. Narcea.