



COURSE DATA

DATA SUBJECT

Code: 46922
Name: Normative and Comparative Discourses and Paradigms in Inclusive Education
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Organización e Investigación aplicada en Educación Especial	COMPULSORY

COORDINATION

CARBONELL PERIS RAFAEL

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 Europa).

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

COMPETENCES / LEARNING OUTCOMES

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Analyse the advantages and disadvantages of the programmes offered by the educational administration.

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to apply current regulations regarding attention to specific educational support needs and in the social context in different situations.

Be able to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within the field of special education; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to collaborate in academic and social environments with families, professionals and institutions.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know the current international, national and regional regulations regarding attention to specific educational support needs and in the social and/or employment context.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Know the programmes offered by the educational administration.



DESCRIPTION OF CONTENTS

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

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

2. The best interests of the child and the right to inclusive education.

- The legal protection of minors.
- The right to inclusive education.
- Judgements of interest.

3. Models and initiatives of interest in Europe

- Models of educational care in Europe.
- Inclusive initiatives of interest in Europe.

4. Basic general framework on educational inclusión. Internacional declarations that affect state regulations.

- International Convention on Persons with Disabilities.
- World Education Forum Incheon.
- Basic state regulation: LOMLOE.



5. Equity and inclusión in the Valencian education system.

- General principles.
- Action and joint participation.
- Organization of the educational response.
- Schooling.

6. Current discussions on inclusión.

Models and modalities of schooling.

- Sentences of interest: Constitutional Tribunal and Supreme Tribunal

7. Inputs and proposals for reformulating and inclusive framework.

- Evolution, trends and challenges in Spain and Europe.

8. 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	30,00
Total hours	30,00

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 country o 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

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- Alnscow, M., Dyson, A., Goldrick, S. y West, M., (2013). Promoviendo la equidad en educación. Revista de Investigación en Educación, 11 (3), pp. 44-56 Arribas, J.M. (2021). Diálogos de Educación. Reflexiones sobre los retos del sistema educativo. SM. Azorín, C. Mª, (2018). Abriendo fronteras para la inclusión: la Ecología de la Equidad, en Revista Nacional e Internacional de Educación Inclusiva. I (1) pp 213-328. Booth, T (2017). Diario de la Educación. En Congreso Barcelona Inclusiva. Pp 1-5. Carbonell, R. (2009). Educación Especial en Europa. Tirant Lo Blanc. Casanova, M.A. y Rodríguez, H. (2009). Educación inclusiva, un horizonte de posibilidades. Edit. La Muralla. Consejo Escolar del Estado (2022). Informe 2022 sobre el estado del sistema educativo. Ministerio de Educación y Formación Profesional. Echeita, G. (2021). La educación inclusiva. En Diálogos de Educación. Reflexiones sobre los retos del sistema educativo. SM. pp 117-132 European Agency for Special Needs and Inclusive Education (2014): Cinco mensajes clave para la Educación Inclusiva. López Torrijo, M. (2009). El derecho a una



VNIVERSITAT DE VALÈNCIA

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educación (inclusiva)