

**COURSE DATA****DATA SUBJECT****Code:** 46923**Name:** Didactic and Organisational 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

ROCA CAMPOS ESTHER

SUMMARY

The contents corresponding to this subject of the Master of Special Education of the University of Valencia have, in its configuration, an instrumental and necessary nature to be able to successfully address the rest of the subjects that make it up, since with this subject the more general part.

The fundamental objective of this subject is to provide the student with the basic information to know everything related to specific regulations in special education and its relationship with daily educational practice. As well as everything that has to do with the organization of the centers, the methodologies that favor the participation of all students in the curricular designs and their relationship with the inclusive educational response that is offered from them.

This subject complements the subject of Organization and research in special education

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 integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

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 how to prevent the emergence and/or intensification of specific educational support needs.

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 demands 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.
- Judgments of interest in relation to Inclusive Education.

3. Inclusive models and initiatives of interest in Europe

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

4. Frame general basic about of the inclusion Educational. International declarations that have an impact on state regulations.

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

5. Equity and inclusion in the Valencian education system.

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

6. Current debates on inclusion.



- Models and modalities of schooling.
 - Judgments of interest: Constitutional Court and Supreme Court
7. Contributions and proposals to reformulate an inclusive regulatory framework.
- Evolution, trends and pending challenges in Europe and Spain.
8. Ethics and professional deontology
- The values and attitudes of EI.
 - Other related codes of ethics.
 - Towards a Code of Ethics for the EI Professional.

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	17,00
Independent study and work	19,00
Preparation of lessons	10,00
Preparation for assessment activities	4,00
Resolution of case studies	4,00
Total hours	54,00

TEACHING METHODOLOGY

Depending on the academic profile of the students, and in accordance with the principles and approaches of Special Education and Inclusive Education, the methodology of this subject seeks to ensure that the student carries out active, individualised, participatory and supportive learning, so it combines:



- Participatory Master Lecture: Presentation of content by the teacher or 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 theoretical and practical classes on 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 in-depth 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 module's strategies, materials, programmes and resources
 - Critical analysis of these approaches and experiences.
 - Deepening and explanation of one's own proposals and personal approaches.

The following will be taken into account as assessment instruments and tests:

- Written test on the theoretical contents. Recoverable. 50 %.
- Individual or group work on "Synthesis of the process of a country or 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 contents; Synthesis of the autonomous process on EI and draft Code of Ethics.

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



The use of technologies (including AI), which is not previously and expressly authorised by the teaching staff, to prepare assessment materials, will allow them not to be considered as their own authorship and will be treated in accordance with current regulations and the UV Code of Coexistence and Good Practices (ACGV 300/2023, DOGV, no. 9747/18.12.2023).

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