Academic Year/course: 2024/25

141191 - Social and educational inclusion

Information of the program

Study: 14101 - Bachelor's Degree in Social Education
24104 - Bachelor's Degree in Primary Education + Bachelor's Degree in Physical Activity and Sports Science
Academic year: 2024/25
Subject: 141191 - Social and educational inclusion
Teaching period: First semester
Year: 1014 - (2009-B) Bachelor's Degree in Social Education from the University of Deusto: 1
2006 - (2014-D) Bachelor's Degree in Primary Education + Bachelor's Degree in Physical Activity and Sports Science: 4
Type: Elective
ECTS Credits: 6.0

Aim
The objective of this course is to provide students with knowledge and strategies that facilitate the social and educational inclusion of persons with disabilities and other special educational needs. By providing theoretical and practical knowledge, this course aims to help future educators respond to the different needs of persons with physical, hearing, visual and intelectual disabilities and other special educational needs and thus foster more inclusive societies. We will start off the course by examining the concepts of exclusion and inclusion as well as the importance of language in constructing reality. We will then focus on one particular vulnerable group, persons with disabilities. We will engage with some of the theories that have shaped our understanding of disability. We will explore how disability is tackled in two distinct contexts, the educational and the social context. We will end the course by looking at other special educational needs, as well as some interventions.

Previous requirements
There are no previous requirements to take this course.

Competence-based learning outcomes

GENERAL COMPETENCIES:

GC 1. TEAMWORK Level 2: Contribute in the consolidation and development of the team, favoring communication, balanced distribution of tasks, internal climate and cohesion.

Evaluation indicators:
- EI1. Accepts and complies with group norms.
- EI2. Contributes to the establishment and implementation of team work.
- EI3. Acts constructively to deal with team conflicts.
- EI4. With the way he/she communicates and relates to others, contributes to the cohesion of the group.
- EI5. Is interested in the social importance of the activity developed in the group.

SPECIFIC COMPETENCES:

SC 1. Analyze different theoretical models and reflect on their impact in various social and educational contexts

Evaluation indicators:

- • EI1.1. Distinguishes between different theoretical models
- • EI1.2. Identifies the impact different models can have in different contexts

SC 2. Elaborate a non-discriminating image of persons with disabilities in different educational and social contex

- ● IE2.1. Identifies and analyzes different images of disability and their impact in different social and educational contexts

SC 3. Design strategies aimed at intentionally promoting social and educational inclusion

- • EI3.1. Designs activities and interventions that take into consideration the needs and circumstances of different groups

Contents

Unit I Social inclusion and exclusion. Concept, Statistics, Language.

Unit II Disability in education. Concepts, Methodologies, Activities and Interventions.

Unit III Disability in social work and social education. Definition, Legislation, Models, Person Centered Planning.

Unit IV Other special educational needs in education (Learning disabilities, ADHD, disadvantaged students…). Concepts, Methodologies, Activities and Interventions.

Teaching/learning strategy, assessment system and supporting documents

TEACHING-LEARNING STRATEGY

The methodologies used in class include:

- • Individual work and group work: reading of articles and other texts, debates and discussions, reflection, case studies, elaboration of mind maps and conceptual maps (55%)

- • Practical, hands-on activities: designing interventions and activities aimed at fostering the inclusion of persons with disabilities and other special educational needs (40%)

- • Individual and group tutorials to support student learning throughout the course (5%)

Time Distribution: 6 ECTS (150 hs.) The 140 hours are distributed as follows:

Hours in the virtual classroom: 28 hours.
Hours outside the classroom: 112 hours: planned work (84h) and individual study (28h)

EVALUATION SYSTEM

Unit	Competences, evaluation indicators and their corresponding percentages in the subject				Evaluation %
	GC1	SC1	SC2	SC3	
Unit 1	EI1 1% EI2 1% EI3 0,5%	EI.1.1. 5%	EI.2.1: 5%		12.5%
Unit 2	EI1: 0,5% EI2: 0,5% EI3: 0,5% EI4: 0,5% EI5: 0,5%	EI1.1 5% EI1.2 5%	EI.2.1: 5%	EI3.1 20%	37.5%
Unit 3	EI1: 0,5% EI2: 0,5% EI3: 0,5% EI4: 0,5% EI5: 0,5%	EI1.1 5% EI1.2 5%	EI2.1 10%	EI3.1 5%	27.5%
Unit 4	EI1: 0,5% EI2: 0,5% EI3: 0,5% EI4: 0,5% EI5: 0,5%	EI1.1 5% EI1.2 5%	EI2.1 5%	EI3.1 5%	22.5%
TOTAL					100%

Ordinary call

To pass the subject the student must:
1. attend 85% of the synchronous sessions by videoconference,
2. send all assessment activities and mandatory learning activities on time,
3. obtain a final mark of at least 5/10.

Extraordinary call

Those students who have not passed the subject in the ordinary session will have to: 1. send all mandatory assessment activities,
2. obtain a minimum final grade of 5/10.

DOCUMENTATION

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