

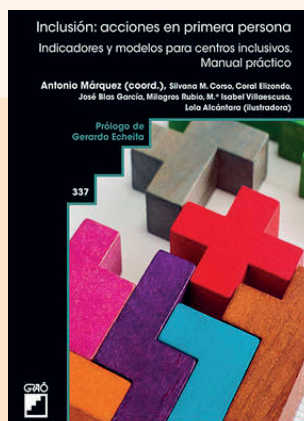
library

new books



Diseño universal para el aprendizaje
Carmen Alba
Educación, 2017

This new book by Professor Carmen Alba is an excellent introduction to the UDL as applied to our socio-cultural context. It argues that the task of educators is to limit or remove as many barriers as possible. Based on the results of educational practice and research, learning theories, technologies and advances in neuroscience, it combines an inclusive view and approach to teaching with proposals for its application in practice.



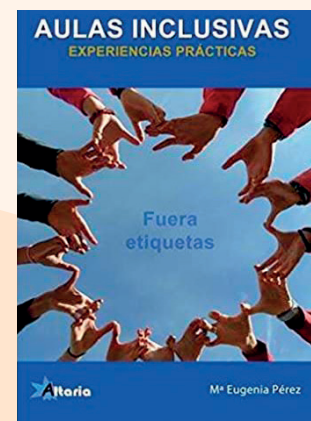
Inclusión: acciones en primera persona
Antonio Márquez (coord.)
Graó, 2021

If you are looking for a book to guide schools on the road to becoming more inclusive, this is a good option. The authors start from a conceptual framework, delve into the methodologies and organisational models that facilitate this, consider coexistence as a tool for dealing with diversity in schools, authentic assessment, and even address the challenges faced by inclusive school management.



Changing Education Systems
Melvin Ainscow
Routledge, 2019

This book provides key information on how to promote equity within education systems. This book presents a series of proposals that form the basis of a research-based approach to system change, explains the role that academic researchers can play, and offers clues on how to overcome local barriers. It can also be very useful for policy makers and those designing education reforms.



Aulas inclusivas: experiencias prácticas
Mª Eugenia Pérez
Altaria, 2017

This practical guide is a response to making inclusive mainstream classrooms a reality. It is based on the premise that building an inclusive society is a task for all sectors involved. Through teamwork, we find in this book a wealth of practical experiences that can facilitate the path of dealing with diversity, inclusion and equity for those who want to do so.

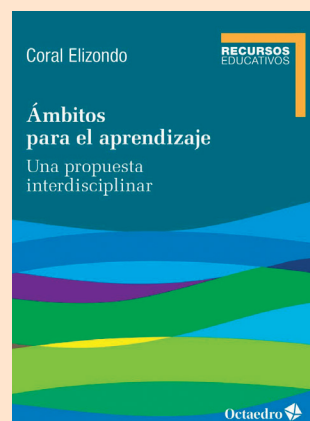




Aprender juntos alumnos diferentes

Pere Pujolàs
Eumo, 2015

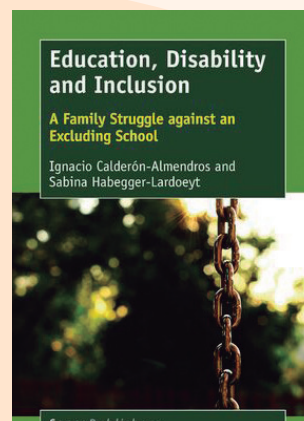
This book is a radical commitment to inclusive schooling as opposed to selective schooling. It is based on a rigorous analysis of the conditions that have made a school for all possible, and proposes the establishment of cooperative learning teams in the classroom, but also as a way of philosophical, ethical and pedagogical thinking to teach everyone and to teach a new way of living. The author offers the reader resources to develop a teaching-learning process that gives the pupil a voice and places him or her at the centre of the educational act.



Ámbitos para el aprendizaje. Una propuesta interdisciplinar

Coral Elizondo
Octaedro, 2021

This work deals with how to work on the globalising approach to teaching in a liquid world, taking this concept from Bauman. Elizondo notes that our global world is interdisciplinary; that the new university degrees' approach reality from its globality. Thus, for the author, it is time to commit to an integrated curriculum that allows us to break with the rigidity of the disciplines. A book aimed at teachers, university students and anyone interested in discovering how the human brain learns.



Education, Disability and Inclusion

Sabina A. Habegger & Ignacio Calderón
Sense Publishers, 2016

This book is a reflective account of the experience of Rafael Calderón (the first Spaniard with Down's syndrome to obtain a professional degree in Music) and his family in confronting the school institution where he finished his Compulsory Secondary Education. It is today a living argument that questions many of the usual school practices and encourages us to rethink the commitment of educators to stimulate the participation of the whole school community in the promotion of the autonomy of students and the recognition of others in their human and social rights.



Lo que aprendí mientras te portabas mal

Margarita de las Nieves Acosta
2021

This work is a practical guide for educators. The author offers a methodology based on creating the classroom as a safe learning space, together with a respectful and effective response to serious behavioural crises. She proposes that great things can be achieved with students who display disruptive behaviour through empathy.