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Inclusive education in environmental studies textbooks for primary education

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Abstract

Here we present the results of a study analysing the contents addressed by the activities included in textbooks for the subject of “environmental studies”. In the interest of delving deeper into methodologies and techniques that an inclusive school can promote, and after an exhaustive national (Spanish) and international bibliographical review, we have found evidence of the importance of cooperative learning among students as a strategy for facilitating the acquisition of inclusive values. Moreover, the subject of environmental studies expressly aims to address the acquisition of knowledge regarding our community's cultural, linguistic and historical values.

Our findings question that these aims are actually achieved. In addition, we present a description of the competencies, aims, contents and activities included in several school textbooks.

Keywords: cooperative learning, textbooks, inclusive education, teaching-learning strategies