



## Integration and diversity: Strategies for inclusive education in social sciences

## Integración y diversidad: Estrategias para una educación inclusiva en ciencias sociales

Mirian Gabriela Borja-Ramos  
mariangabriela2@gmail.com

Secretaría de Educación, Recreación y Deporte del DMQ, UEM Eugenio Espejo, Quito,  
Pichincha, Ecuador

<https://orcid.org/0000-0001-9662-0826>

Luis Aníbal Pallo-Buse  
luis.pallo@quito.gob.ec

Secretaría de Educación, Recreación y Deporte del DMQ, UEM Eugenio Espejo, Quito,  
Pichincha, Ecuador

<https://orcid.org/0009-0004-6672-9248>

### ABSTRACT

The objective of the research is to analyse integration and diversity from the proposal of strategies for an inclusive education in social sciences with emphasis on Ecuadorian education. Framed in the qualitative approach in a set of 20 scientific articles as a population unit, using hermeneutics as a tool to interpret the explicit and implicit meanings in the texts. The development of reflective and critical writing skills fosters the equal participation of students with diverse backgrounds, connecting the contents with their cultural contexts. Furthermore, the implementation of active and contextualised methodologies, such as project-based learning and the use of visual resources, ensures that content is accessible and meaningful.

**Descriptors:** learning methods; inclusive education; educational opportunities. (Source: UNESCO Thesaurus).

### RESUMEN

Se presenta como objetivo de investigación analizar la integración y diversidad desde la propuesta de estrategias para una educación inclusiva en ciencias sociales con énfasis en la educación ecuatoriana. Enmarcado en el enfoque cualitativo en un conjunto de 20 artículos científicos como unidad poblacional, utilizándose la hermenéutica como herramienta para interpretar los significados explícitos e implícitos en los textos. El desarrollo de habilidades de escritura reflexiva y crítica fomenta la participación equitativa de estudiantes con trayectorias diversas, conectando los contenidos con sus contextos culturales. Asimismo, la implementación de metodologías activas y contextualizadas, como el aprendizaje basado en proyectos y el uso de recursos visuales, asegura que los contenidos sean accesibles y significativos.

**Descriptorios:** método de aprendizaje; educación inclusiva, oportunidades educativas. (Fuente: Tesauro UNESCO).

Received: 21/09/2024. Revised: 03/10/2024. Approved: 05/11/2024. Published: 17/01/2025.

Research articles section



## INTRODUCTION

Inclusive education has been consolidated as a fundamental pillar in the search for a more equitable society, promoting the active participation of all students, regardless of their individual, social or cultural characteristics. In the Ecuadorian context, this approach takes on particular relevance due to the ethnic, cultural and socio-economic diversity that defines the country, as well as the historical challenges in the implementation of inclusive education policies. According to Clavijo-Castillo & Bautista-Cerro (2020), 'inclusive education in Ecuador faces significant challenges related to teacher training, infrastructure and diversity awareness', which highlights the need for pedagogical strategies that respond to these issues.

In the field of social sciences, inclusive education not only seeks to guarantee access and participation for all students, but also to foster the development of critical-reflective competencies that enable them to understand and transform their environment. Therefore, Aguilera-Morales (2017) points out that 'social sciences have the potential to become a space for critical reflection on social and cultural inequalities, provided that appropriate pedagogical strategies are implemented', which highlights the importance of designing educational proposals that integrate diversity as a pedagogical resource and not as a barrier.

Likewise, teacher training plays a crucial role in the implementation of inclusive education, therefore, Delgado-Muñoz, Mendoza-Catagua & Salcedo-Quijije (2024) highlight that 'teacher competencies for inclusive education should include skills to identify and address the specific needs of students, as well as to promote a collaborative and respectful learning environment'. In this sense, teacher training and awareness-raising are key elements to ensure the success of inclusive strategies in social sciences.

On the other hand, the Ecuadorian legal framework also supports educational inclusion, although its practical application faces limitations, as indicated by Hernández-Pico & Samada-Grasst (2021), who state that 'the legal framework in Ecuador establishes clear principles of inclusion, but its effective implementation requires greater commitment from educational institutions and social actors'. This implies the need to articulate public policies with pedagogical practices that promote equity and diversity in the classroom.

In this paper, integration and diversity will be analysed from the proposal of strategies for inclusive education in social sciences, with emphasis on the Ecuadorian context, through a review of academic literature, theoretical and practical approaches that have been implemented in this area will be explored, highlighting their impact on the promotion of inclusive education. This analysis seeks to contribute to the design of pedagogical strategies that respond to the needs of a diverse and constantly changing society, as stated by Escalante-Puma, Villafuerte-Alvarez & Escalante-Puma (2022), who argue that 'educational inclusion is not only a right, but a tool for building fairer and more cohesive societies'.

In accordance with the above, the research objective is to analyse integration and diversity from the proposal of strategies for inclusive education in social sciences with emphasis on Ecuadorian education.

## METHOD

The research was framed within the qualitative approach, which allowed us to explore and understand the meanings, perspectives and contributions of a set of 20 scientific articles as a population unit related to the stated objective. Therefore, we worked on the interpretation of the texts as units of analysis, prioritising the construction of meanings and the identification of thematic patterns that contribute to the development of inclusive strategies in the teaching of social sciences. In addition, hermeneutics was applied in the following stages:

20 scientific articles addressing educational inclusion in the social sciences were identified, selected based on their relevance to the research topic. The texts were organised into documentary categories such as writing and pedagogy, teaching and learning, science, technology and society, social pedagogy, inclusive assessment, inclusion in higher education and didactics in early childhood education.



Each article was analysed individually, using hermeneutics as a tool to interpret the explicit and implicit meanings in the texts. This analysis made it possible to identify the conceptual and methodological contributions of each study, as well as the connections between the main themes and the inclusive strategies proposed.

Based on the interpretative analysis, the articles were grouped into thematic categories reflecting the main approaches of the research. These categories, presented in Table 1, include definitions that synthesise the studies' contributions to the analysis of educational inclusion.

The results were interpreted in terms of their relevance to inclusive educational practice, highlighting the pedagogical, social and cultural implications of each category. This process identified recurring patterns, such as the importance of academic writing, active teaching methodologies and adaptive assessment in inclusive contexts.

## RESULTS

The documentary categories identified in Table 1 group research according to their main thematic focuses, such as writing and pedagogy, teaching and learning, the relationship between science, technology and society, social pedagogy, assessment in inclusive contexts, inclusion in higher education and didactics in early childhood education. Each category includes references and a definition that synthesises its contribution to the analysis and development of inclusive strategies in social science education, highlighting issues such as academic writing, teaching methodologies, educational management, pedagogical practices.

**Table 1.** Documentary categories on educational inclusion in social sciences.

Reference	Category	Main Topics	Category Definition
Adoumieh (2014)	Writing and Pedagogy in Social Sciences	Academic pedagogy, sciences. writing, social	Addresses the development of writing skills and specific pedagogical strategies for social sciences.
Aguilera-Morales (2017), Amado-Angulo (2024), Coronado-Martín (2022), Pazmiño-Campana (2023)	Teaching and Learning in Social Sciences	History contextual teaching, artistic illustrations, teaching methods.	Explores methodologies, strategies, and resources to improve teaching and learning in social sciences.
Campos-Quintanilla & Álvarez-Dorta (2023)	Science, Technology, and Society in Social Sciences	Science, technology, society, teaching-learning.	Analyzes the relationship between science, technology, and society in the context of social sciences education.
Caride et al. (2015), Escalante-Puma et al. (2022)	Social Pedagogy and Inclusive Education	Social pedagogy, educational inclusion, general education.	Examines how social pedagogy promotes educational inclusion at various levels and in different contexts.
Delgado-Muñoz et al. (2024), Martínez-Sarmiento (2024), Hernández-Pico & Samada-Grasst (2021), Flor-Montecé & González-Granda (2023), Escobar et al. (2020), Fonseca-Montoya et al. (2020)	Evaluation in Inclusive Education and Social Sciences	Teacher competencies, teacher perception, legal framework, school management, school time, special needs.	Groups studies on the evaluation of competencies, teacher perception, and educational management in inclusive contexts.



Herrera-Seda et al. (2016), Aguilar-Parra et al. (2024), Clavijo-Castillo & Bautista-Cerro (2020), Jaramillo-Neira et al. (2024)	Inclusion and Education in Higher Education	Educational teaching challenges in universities, soft skills, higher education.	inclusion, practices, in challenges, university	Analyzes educational inclusion, pedagogical practices, and challenges in higher and university education.
De-la-Hoz & Hard (2022)	Didactics and Early Childhood Education	Didactics, early education, sciences.	pedagogy, childhood social	Explores specific didactic and pedagogical strategies for early childhood education in social sciences.

**Source:** Own elaboration.

From what is presented in Table 1, it is evident that the work of Adoumieh (2014) highlights the importance of the development of writing skills and specific pedagogical strategies for the social sciences, while research such as that of Caride et al. (2015) and Escalante-Puma et al. (2022) delves into the role of social pedagogy as a tool to promote educational inclusion.

Likewise, the category of science, technology and society, analysed by Campos-Quintanilla & Álvarez-Dorta (2023), introduces an interdisciplinary perspective that enriches teaching and learning in this field. On the other hand, studies on assessment in inclusive contexts and pedagogical practices in higher education address fundamental challenges related to teacher training, educational management and attention to diversity.

## DISCUSSION

First, the category of writing and pedagogy in social sciences is described by (Adoumieh, 2014), as a fundamental tool for learning and knowledge construction in social sciences. From a pedagogical perspective, the development of writing skills not only fosters the capacity for critical analysis, but also allows students to express their ideas in a structured and reflective way, which is especially relevant in inclusive contexts, as writing can be used as a means to make visible the voices of students with different backgrounds and experiences, thus promoting a more equitable participation in the educational process.

The category of teaching and learning in social sciences, as proposed by (Aguilera-Morales, 2017; Amado-Angulo, 2024; Coronado-Martín, 2022; Pazmiño-Campana, 2023), highlights the importance of implementing contextualised pedagogical strategies that respond to the needs and characteristics of students. From an inclusive approach, these strategies should consider the cultural, social and cognitive diversity of students, using active methodologies such as project-based learning, the use of artistic illustrations or the teaching of history from a critical perspective, therefore, these practices not only enrich learning, but also ensure that the contents are accessible and meaningful for all students, promoting an education that values diversity as a pedagogical resource.

The category of science, technology and society in social sciences from the contribution of (Campos-Quintanilla & Álvarez-Dorta, 2023), introduces an interdisciplinary perspective that is essential to address the contemporary challenges of inclusive education. From a pedagogical approach, the integration of technology in teaching-learning processes not only facilitates access to content, but also enables the development of digital competences and a critical understanding of the relationship between science, technology and society, which fosters active and inclusive citizenship by preparing students to participate reflexively in an increasingly interconnected and technologically advanced world.

In the field of social pedagogy and inclusive education from the perspective of (Caride et al., 2015; Escalante-Puma et al., 2022), the transformative role of social pedagogy is highlighted as an approach that seeks to ensure equity and inclusion at all levels of education. From this perspective, social pedagogy not only focuses on attention to diversity, but also promotes the construction of collaborative and participatory learning environments where all students can develop their potential. This approach is particularly relevant in contexts of vulnerability, as it addresses the structural inequalities that affect access to and retention in the education system.

Assessment in inclusive education and social sciences, as proposed by (Delgado-Muñoz et al., 2024; Martínez-Sarmiento, 2024; Hernández-Pico & Samada-Grasst, 2021; Flor-Montecé & González-Granda, 2023; Escobar et al., 2020; Fonseca-Montoya et al., 2020), constitutes a central aspect to guarantee educational inclusion. From a pedagogical perspective, assessment must go beyond the measurement of competences and results to become a formative process that considers students' needs, capacities and contexts. This implies designing flexible and adaptive assessment systems that identify and address



barriers to learning, as well as assess individual student progress, and inclusive assessment requires teacher training that enables educators to develop tools and strategies to assess fairly and equitably in diverse contexts.

In the context of inclusion and education at university from the perspective of (Herrera-Seda et al., 2016; Aguilar-Parra et al., 2024; Clavijo-Castillo & Bautista-Cerro, 2020; Jaramillo-Neira et al., 2024), specific challenges related to attention to diversity at this educational level are identified. From a pedagogical perspective, inclusion in higher education not only implies guaranteeing physical and technological accessibility, but also transforming pedagogical practices to meet the needs of students with diverse backgrounds, including the development of soft skills such as communication and teamwork, as well as the creation of learning environments that favour active participation and a sense of belonging for all students.

Therefore, the category of didactics and early childhood education as addressed by (De-la-Hoz & Hard, 2022), highlights the importance of implementing inclusive pedagogical strategies from the early years of education. From a pedagogical point of view, early childhood education is an essential stage for laying the foundations of inclusive education, as it allows working from an early age on the acceptance of diversity and the development of social and emotional competences, highlighting that teaching strategies at this stage should be flexible and adaptive, allowing children to learn at their own pace and according to their interests and needs.

Once the documentary categories have been set out, the strategies in inclusive education in social sciences are presented and socialised in table 2:

**Table 2.** Inclusive strategies in social studies teaching.

Category	Inclusive Strategies
Writing and Pedagogy in Social Sciences	<ul style="list-style-type: none"><li>- Encourage reflective and critical writing through learning journals and case analysis.</li><li>- Design collaborative writing tasks to share perspectives.</li><li>- Use technological tools with accessibility features.</li><li>- Incorporate topics relevant to students, connected to their cultural and social contexts.</li></ul>
Teaching and Learning in Social Sciences	<ul style="list-style-type: none"><li>- Implement active methodologies such as project-based and cooperative learning.</li><li>- Adapt content to the cultural, social, and cognitive characteristics of students.</li><li>- Use visual and artistic resources (illustrations, concept maps).</li><li>- Teach from a critical perspective, promoting the analysis of different viewpoints.</li></ul>
Science, Technology, and Society in Social Sciences	<ul style="list-style-type: none"><li>- Integrate technological tools (simulations, multimedia resources) to enrich learning.</li><li>- Promote debates on the relationship between science, technology, and society.</li><li>- Develop students' digital competencies.</li><li>- Design interdisciplinary activities connecting social sciences with other fields.</li></ul>
Social Pedagogy and Inclusive Education	<ul style="list-style-type: none"><li>- Create collaborative and participatory learning environments.</li><li>- Implement peer tutoring programs.</li><li>- Design activities that promote empathy and cooperation (community projects).</li><li>- Raise awareness in the educational community about the importance of inclusion and equity.</li></ul>
Evaluation in Inclusive Education and Social Sciences	<ul style="list-style-type: none"><li>- Design formative and flexible evaluation systems.</li><li>- Use varied instruments (portfolios, self-assessments, rubrics).</li><li>- Provide constant and personalized feedback.</li><li>- Train teachers in inclusive evaluation strategies.</li></ul>
Inclusion and Education in Higher Education	<ul style="list-style-type: none"><li>- Ensure physical and technological accessibility in university settings.</li><li>- Design mentoring programs for students with diverse backgrounds.</li><li>- Incorporate activities that develop soft skills (teamwork,</li></ul>



	communication).
	- Promote pedagogical practices that value diversity.
Didactics and Early Childhood Education	<ul style="list-style-type: none"><li>- Design playful and flexible activities that respect each child's learning pace.</li><li>- Incorporate games, stories, and artistic activities that promote acceptance of diversity.</li><li>- Foster values such as empathy and respect from an early age.</li><li>- Use adapted teaching materials and accessible technological tools.</li></ul>

---

**Source:** Own elaboration.

Table 2, firstly, highlights the importance of developing reflective and critical writing skills, using technological tools and connecting the contents with the students' cultural contexts. This allows students to express their ideas in a structured way and actively participate in learning. On the other hand, it emphasises the need to implement active and contextualised methodologies, such as project-based learning and the use of visual resources, which not only enrich learning, but also ensure that the content is accessible and relevant to all.

It also proposes integrating technology in the classroom to foster digital competences and analyse the relationship between science, technology and society, preparing students to participate critically in an interconnected world. From the perspective of social pedagogy, the importance of creating collaborative environments and activities that promote empathy, equity and active participation is highlighted, especially in contexts of vulnerability. In terms of assessment, it is proposed as a flexible and formative process that values individual progress and responds to the needs of each student, promoting fair and equitable assessment.

In the university environment, the importance of guaranteeing physical and technological accessibility is highlighted, in addition to transforming pedagogical practices to cater for the diversity of student trajectories, encouraging participation and a sense of belonging. In early childhood education, the need to work from an early age on the acceptance of diversity is highlighted, using playful and adaptive strategies that respect the learning pace of each child. These strategies seek to transform the teaching of social sciences into a process that is inclusive, meaningful and focused on the needs of all students.

## CONCLUSION

Firstly, the development of reflective and critical writing skills fosters the equal participation of students from diverse backgrounds, connecting content to their cultural contexts. Furthermore, the implementation of active and contextualised methodologies, such as project-based learning and the use of visual resources, ensures that content is accessible and meaningful. The integration of technological tools and interdisciplinary activities allows for the development of digital competences and a critical understanding of the relationship between science, technology and society, while social pedagogy promotes collaborative and participatory environments that ensure inclusion, especially in contexts of vulnerability. Inclusive assessment is seen as a formative, flexible and adaptive process that responds to the individual needs of learners. In the university sphere, the need to transform teaching practices and guarantee accessibility in order to attend to the diversity of student trajectories is highlighted, while in early childhood education the importance of working from an early age on the acceptance of diversity through playful and adaptive strategies is emphasised.

## FUNDING

Non-monetary

## CONFLICT OF INTEREST

There is no conflict of interest with people or institutions linked to the research.

## ACKNOWLEDGEMENTS

To the professionals in charge of curriculum to promote inclusive and fair education at all levels of the education system in Ecuador.





## REFERENCES

- Adoumieh, Nour. (2014). Escribir desde las disciplinas: Una experiencia pedagógica en ciencias sociales [Writing from the Disciplines: A Pedagogical Experience in Social Sciences]. *Paradigma*, 35(1), 183-213.
- Aguilar-Parra, Jeanelly Cecilia, Reasco-Garzón, Byron Carlos, & Coello-Vásquez, Vicente Javier. (2024). La inclusión educativa en la educación superior: desafíos y perspectivas en Ecuador [Educational inclusion in higher education: challenges and perspectives in Ecuador]. *Revista InveCom*, 4(2), e040206. <https://doi.org/10.5281/zenodo.10558676>
- Aguilera-Morales, Aleira. (2017). La enseñanza de la historia y las ciencias sociales hoy: contrasentidos y posibilidades [Teaching History and Social Sciences Today: Contradictions and Possibilities]. *Folios*, (46), 15-27.
- Amado-Angulo, M. del C. (2024). La Enseñanza de las Ciencias Sociales Mediante Estrategias Contextuales [Teaching Social Studies through Contextual Strategies]. *Ciencia Latina Revista Científica Multidisciplinar*, 8(3), 5705-5718. [https://doi.org/10.37811/cl\\_rcm.v8i3.11772](https://doi.org/10.37811/cl_rcm.v8i3.11772)
- Campos-Quintanilla, René, & Álvarez-Dorta, Luis. (2023). El proceso de enseñanza-aprendizaje en las Ciencias Sociales con enfoque Ciencia, Tecnología y Sociedad [The teaching-learning process in the social sciences with a science, technology and society approach]. *Varona. Revista Científico Metodológica*, (77).
- Caride, José Antonio, Gradaílle, Rita, & Caballo, María Belén. (2015). De la pedagogía social como educación, a la educación social como Pedagogía [From social pedagogy as education, to social education as pedagogy]. *Perfiles educativos*, 37(148), 04-11.
- Clavijo-Castillo, Ruth Germania, & Bautista-Cerro, María José. (2020). La educación inclusiva. Análisis y reflexiones en la educación superior ecuatoriana [Inclusive education. Analysis and reflections in Ecuadorian Higher Education]. *ALTERIDAD. Revista de Educación*, 15(1), 113-124. <https://doi.org/10.17163/alt.v15n1.2020.09>
- Coronado-Martín, J. A. (2022). La Enseñanza-aprendizaje en ciencias sociales a través de ilustraciones artísticas: un estudio de caso [Teaching-learning in the social sciences through artistic illustrations: a case study]. *Revista Ecos De La Academia*, 8(15), 35–43. <https://doi.org/10.53358/ecosacademia.v8i15.683>
- De-la-Hoz, J., & Hard, E. (2022). Pedagogía y didáctica de las ciencias sociales para la educación infantil [Pedagogy and didactics of social sciences for early childhood education]. *Revista Innova Educación*, 4(4), 48-64. <https://doi.org/10.35622/j.rie.2022.04.004>
- Delgado-Muñoz, M. B., Mendoza-Catagua, M. N., & Salcedo-Quijije, J. F. (2024). Competencias docentes para una educación inclusiva [Teaching competences for inclusive education]. *Revista Multidisciplinaria Perspectivas Investigativas*, 4(3), 1–11. <https://doi.org/10.62574/rmpi.v4i3.180>
- Escalante-Puma, A., Villafuerte-Álvarez, C. A., & Escalante-Puma, R. (2022). La inclusión en la Educación [Inclusion in Education]. *Horizontes. Revista De Investigación En Ciencias De La Educación*, 6(25), 1663–1678. <https://doi.org/10.33996/revistahorizontes.v6i25.444>
- Escobar, María P., Muñoz, Dariam C., Piñones, Camila D., & Cuadra, David J. (2020). Tiempo escolar e inclusión educativa: un estudio de teorías subjetivas de profesores [School time and educational inclusion: a study of subjective theories of teachers]. *Información tecnológica*, 31(5), 139-152. <https://dx.doi.org/10.4067/S0718-07642020000500139>
- Flor-Montecé, J. A., & González-Granda, L. M. (2023). Teorías de la gestión directiva en la educación inclusiva. Revisión crítica de la literatura y sugerencias para investigaciones futuras [Theories of school management in inclusive education. Critical review of the literature and suggestions for future research]. *Ciencia Y Educación*, 4(8), 49 - 61.



- Fonseca-Montoya, Somaris, Requeiro-Almeida, Reinaldo, & Valdés-Fonseca, Alexandra. (2020). La inclusión de estudiantes con necesidades educativas especiales vista desde el desempeño de los docentes de la educación básica ecuatoriana [Inclusion of students with special educational needs: view from the performance of teachers of Ecuadorian basic education]. *Revista Universidad y Sociedad*, 12(5), 438-444.
- Hernández-Pico, Paola Azucena, & Samada-Grasst, Yanet. (2021). La educación inclusiva desde el marco legal educativo en el Ecuador [Inclusive education from the educational legal framework in Ecuador]. *Revista de Ciencias Humanísticas y Sociales (ReHuSo)*, 6(3), 63-81. <https://doi.org/10.5281/zenodo.5512949>
- Herrera-Seda, Constanza M, Pérez-Salas, Claudia P, & Echeita, Gerardo. (2016). Teorías Implícitas y Prácticas de Enseñanza que Promueven la Inclusión Educativa en la Universidad: Instrumentos y Antecedentes para la Reflexión y Discusión [Implicit Theories and Teaching Practices that Promote Inclusive Education in the University. Instruments and Data for Reflection and Discussion]. *Formación universitaria*, 9(5), 49-64. <https://dx.doi.org/10.4067/S0718-50062016000500006>
- Jaramillo-Neira, M. L., Ortega-Altamirano, E. F., & Villalba-Cuadrado, M. S. (2024). Educación en Ciencias Sociales y desarrollo de habilidades blandas [Social Science Education and Soft Skills Development]. *Esprint Investigación*, 3(1), 39–47. <https://doi.org/10.61347/ei.v3i1.64>
- López, J., Cabrera, M., & Ocampo, F. (2021). La importancia de enseñar Ciencias Sociales al estudiante en la actualidad [The importance of teaching social sciences to today's students]. *Revista Cognosis*. ISSN 2588-0578, 6(EE1), 35–56. <https://doi.org/10.33936/cognosis.v6i0.3396>
- Martínez-Sarmiento, M. A. (2024). Percepción de los docentes de aula sobre la educación inclusiva desde una experiencia en Colombia [Classroom teachers' perceptions of inclusive education from a Colombian experience]. *Revista Multidisciplinaria Perspectivas Investigativas*, 4(4), 38–59. <https://doi.org/10.62574/rmpi.v4i4.227>
- Pazmiño-Campana, L. M. (2023). Aplicación de métodos de enseñanza en Ciencias Sociales y su incidencia en el aprendizaje de los estudiantes [Application of teaching methods in social sciences and their impact on student learning]. *Revista Científica Y Arbitrada De Ciencias Sociales Y Trabajo Social: Tejedora*. ISSN: 2697-3626, 6(12), 2–12. <https://doi.org/10.56124/tj.v6i12.0090>