

Students of Special Education Classrooms as Target for Educational Activities of Museums: A Comparison between Users
El alumnado de aulas enclave como destinatario de actividades educativas de museos: una comparación entre tipos de usuarios

Maria Marta Carrera Rossi

University of La Laguna, Tenerife (Spain)

(alu0101377001@ull.edu.es)(<https://orcid.org/0009-0000-0709-5995>)

Juan Antonio Rodríguez Hernández

University of La Laguna, Tenerife (Spain)

(jrodriz@ull.edu.es) (<https://orcid.org/0000-0001-7451-3130>)

Pablo Joel Santana Bonilla

University of La Laguna, Tenerife (Spain)

(psantana@ull.edu.es) (<https://orcid.org/0000-0003-1798-490x>)

Manuscript information:

Received/Recibido: 12/06/24

Reviewed/Revisado: 30/06/24

Accepted/Aceptado: 17/07/24

ABSTRACT

Keywords:

museums, secondary education, special education classroom, transition to adulthood, websites

This study aims to describe what kind of users are offered the educational activities visible on museums' websites, and analyse the relationship between the type of users to whom activities are offered and the educational dimension of museums' visibility on their websites. This is a quantitative and exploratory research. The sample, composed of 33 museum websites, was selected from 134 institutions' museums. A specific research tool was developed to analyse the museums' educational aspects on their websites. Concerning the first aim, the main conclusions are: (a) the educational activities offered are aimed mainly at compulsory education and Baccalaureate students, while the offer of activities for special education classroom students is low; and (b) museums' websites that offer activities for special education classroom students are exclusively of public ownership. Regarding the second aim: (a) the provision of educational activities aimed at pupils in compulsory education and baccalaureate is significantly associated with the visibility of education on websites' homepages, and with the presence of an educational section and an education department on the institutional website; and (b) there is no educational facet on the institutional website visible, that is associated with the offer of activities for special educational classroom students.

RESUMEN

Palabras clave:

aula enclave, educación secundaria, museos, transición a la vida adulta, webs

This study aims to describe what kind of users are offered the educational activities visible on museums' websites, and analyze the relationship between the type of users to whom activities are offered and the educational dimension of museums' visibility on their websites. This is a quantitative and exploratory research. The sample, composed of 33 museum websites, was selected from 134 institutions' museums. A specific research tool was developed to analyze the museums' educational aspects on their websites. Concerning the first aim, the main

conclusions are: (a) the educational activities offered are aimed mainly at compulsory education and Baccalaureate students, while the offer of activities for special education classroom students is low; and (b) museums' websites that offer activities for special education classroom students are exclusively of public ownership. Regarding the second aim: (a) the provision of educational activities aimed at pupils in compulsory education and baccalaureate is significantly associated with the visibility of education on websites' homepages, and with the presence of an educational section and an education department on the institutional website; and (b) there is no educational facet on the institutional website visible, that is associated with the offer of activities for special educational classroom students.

Introduction

In recent decades, education has evolved towards more open and plural educational models in a society that is increasingly aware of its diversity. Proof of this evolution are the changes introduced recently, both in our Magna Carta and in the educational laws. On February 15, 2024, the Spanish Constitution sanctioned a reform that involves not only a terminological change, but also the protection of their rights, and the commitment of the public authorities to the development of policies that guarantee their full personal autonomy and social inclusion (Reform of Article 49 of the Spanish Constitution, February 15, 2024). At the school level, the Organic Law on Education (Organic Law of 2006) and the Organic Law modifying the Organic Law on Education (Organic Law of 2020) have been committed to comprehensive educational approaches that include all students, regardless of their needs, characteristics or conditions (García-Barrera, 2021). In this regard, the Organic Law of 2020, in its fourth additional provision, establishes that, within a period of ten years, the Government, in collaboration with the educational administrations, will develop a plan so that regular schools have the necessary resources to be able to attend disabled students in the best conditions. Special education centers will continue to provide schooling for students requiring highly specialized attention, and will serve as reference and support centers for regular schools. These changes require the construction of open and more participatory curricula, and the promotion of active teaching methodologies that make it possible to attend to the diversity of students (Martínez Blázquez, 2024; Muntaner-Guasp et al. 2022). In addition, they must be accompanied by teacher training that favors an educational approach that is as inclusive as possible (Quesada López, 2021).

In the Canary Islands, the enclave classrooms (AE) are schooling units for students with special educational needs located in regular schools. This is an exceptional type of schooling designed to provide an individualized educational response with specific methodologies. The EAs have extraordinary personnel and material resources. This schooling is temporary and is reviewed periodically after three school years from the date of issuance of the last psychopedagogical report for each student. The ECs serve students from 3 to 21 years of age, grouped by age: Adapted Curricular Specification for Early Childhood Education from 3 to 8 years old, Adapted Curricular Specification for Primary Education from 8 to 14 years old, and Curricular Specification for Transition to Adult Life from 14 to 21 years old (Dirección General de Ordenación, Innovación y Calidad, 2021). The amount of time each student spends in the regular classroom varies greatly depending on his or her needs, abilities and curriculum areas, among other factors.

The conceptualization of inclusion is still under debate (Norwick, 2022). However, Nilholm (2021) has synthesized the various conceptions into four: (a) inclusion as the placement of students with disabilities in regular classrooms, (b) inclusion as meeting the social and academic needs of students with disabilities, (c) inclusion as meeting the social and

academic needs of the entire student body, and (d) inclusion as community building. Nilholm alludes to a broader vision, inclusion as a response to the social and academic needs of the whole student body and the creation of communities. Moreover, the concept of inclusion is elusive as its rationale and implementation varies according to different contexts (Plancarte, 2017). The transition from the deficit perspective to the inclusive perspective seems clear, however, there is no agreement about which action plans are more adequate to achieve full social integration (García, 2009; Fierro and Contreras, 2024).

For several decades, museums and cultural institutions have been moving in the same direction. At present, these spaces are conceived as non-formal educational environments in which knowledge transmission and acquisition processes take place, constituting an environment committed to opening up to new audiences. This has been breaking down barriers for the global inclusion of the population, and making it possible for broad segments of society to participate in this process in a plural and democratic manner (de la Jara, 2022). One of the ways in which museums have opened up to citizens has been by incorporating new ways of understanding pedagogical work oriented towards social inclusion; this is especially noteworthy in art museums (Benítez, 2021, Bernaschina, 2022). Thus, other ways of generating knowledge about inclusion have been proposed (Springingzeisz, 2024). Numerous infrastructural, political and economic factors have been modified to achieve this. This has required adapting the operational aspects of the museum for better mobility, the incorporation of audio and linguistic accessibility, as well as various inclusive workshops, in addition to other adaptations such as technological ones, so present today.

In this sense, the educational dimension of the museums, represented by their education departments, is a key aspect in these processes towards educational and social participation and inclusion. These departments are involved, in their pedagogical work, in making contact with institutions outside the museum, as well as in the interaction with educational centers. This work has not only been focused on providing care to people from disadvantaged or marginalized backgrounds. Museums have created activities and programs aimed at groups that respond to the diversity of citizens. These activities are undoubtedly important for the people who participate, but also for society as a whole by reinforcing and making inclusion visible in different contexts (if there is a reference, that's great). For this reason, this research investigates the educational activities offered by museums to students in the enclave classroom in comparison with other students.

The objectives of this article are: (a) to describe the types of users to whom face-to-face educational activities that are visible on museum websites are offered, and (b) to analyze the relationship between the type of users to whom face-to-face educational activities are offered and the visibility of the educational dimension of museum websites.

Method

Type of study and research design

This research is quantitative and exploratory. Quantitative, since the collection of information is done through a closed instrument that allows the analysis of the web pages. Exploratory because it analyzes the websites of museums, an area that has been little studied.

Population and sample

To select the sample we first identified the museum institutions that existed in the Canary Islands and that had a web page at the time of the study: a total of 134. Of these, 33 websites were selected according to three criteria:

- (a) The museum should have its own website.

(b) The website should have a section that includes sufficient information on educational activities and resources.

(c) That the website had a defined structure and that it allowed to move freely among the contents.

Of the institutions to which these websites belong (24), 72.7% are publicly owned, 18.2% are privately owned (6) and 9.1% are of a mixed nature (3).

Data collection instrument

An *ad hoc* instrument was used to collect the information from the web sites in order to analyze

- the educational aspect of cultural institutions and museums that appears in the content of their websites, and, in particular, the visibility of artistic mediation.
- the range of educational activities offered by cultural institutions as reflected in the content of their websites.
- the characteristics of the educational activities visible on their websites, with special attention to artistic mediation activities, and
- the ease of access and navigation of the websites.

The construction of the instrument was carried out in six phases:

Phase 1. Literature review on web analysis tools, and on museum education and artistic mediation

Phase 2. Design of the first version of the museum web analysis instrument.

Phase 3. Piloting of the instrument on six museum websites.

Phase 4. Preparation of a second version of the same.

Phase 5. Validation of the instrument by experts following the proposal of Escobar and Cuervo (2008).

Phase 6. Revision of the instrument after expert assessments and comments.

As a result of this process, a two-dimensional instrument was elaborated: one referring to *Web Content* and the other referring to the *Technological Characteristics of the Web*. The first dimension is composed of three sub-dimensions: *The educational facet of the institution*, *The offer of current educational activities*, and *Characteristics of educational activities*. The second dimension is composed of three sub-dimensions: *Organization and Navigation*, *Appearance* and *Accessibility* (Author 1; available in the ULL institutional repository).

Data collection and analysis procedures

Data collection using the instrument developed covered August to November 2022. The time it takes to apply the instrument to a web page varies, depending on the amount of information available on the page and the degree of difficulty in navigating it. The minimum time of application of the instrument in this sample was around 3 hours.

The data from the from the web analysis were entered into an Excel spreadsheet. The data were analyzed using SPSS-29, which allowed the construction of contingency tables and the calculation of χ^2 . For the analysis of one of the contrasts, the binomial test was applied, calculated using JASP-0.18.3.

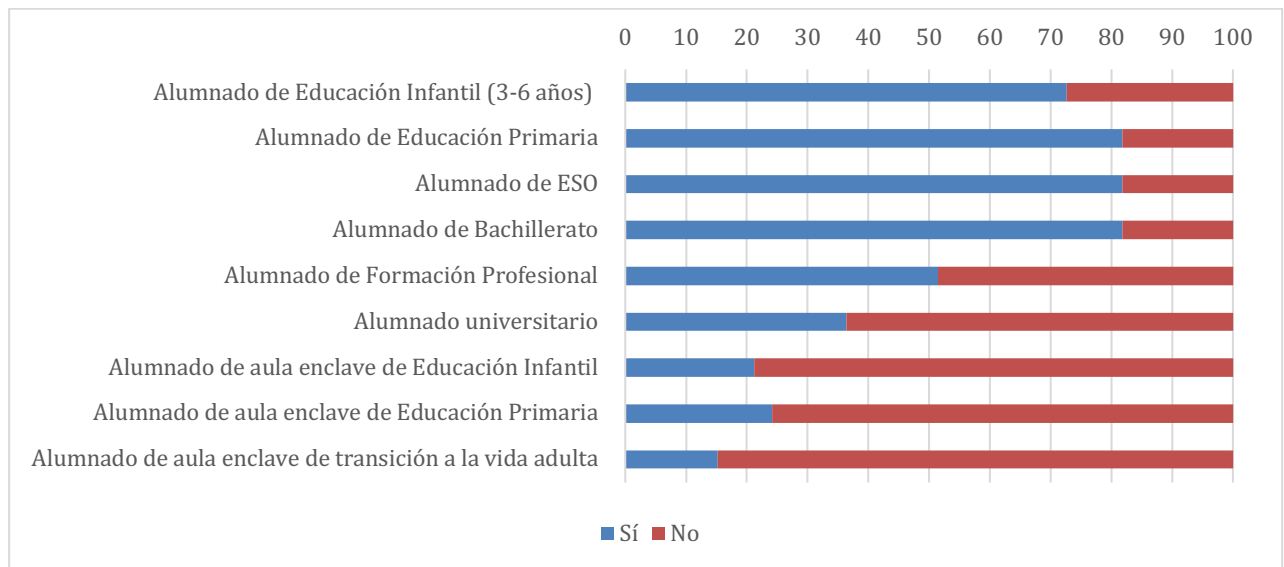
Results

The results are presented below according to the objectives of this study. To address the first objective, the offer of educational activities was explored according to the type of users who benefit from them. In addition, the relationship between the offer of activities by type of students and the ownership of the museum institutions was analyzed.

According to the type of students, 27 of the websites studied (81.8%) show that the educational activities are aimed at students in Primary Education, E.S.O. and Baccalaureate. In 24 websites (72.7%), the target audience for educational activities is children's education students, while in 17 websites (51.5%) it is vocational training students and in 12 websites (36.4%) it is university students. The number of websites that indicate that the educational activities of museums are aimed at students in an enclave classroom (AE) is significantly lower: 8 webs (24.2%) in the case of Primary Education EC, 7 webs (21.2%) for Early Childhood Education EC, and 5 webs (15.2%) for Transition to Adulthood EC for EC for transition to adult life. Figure 1 clearly shows the difference between the offer aimed at students in enclave classrooms and that aimed at other types of students and those aimed at other types of students.

Figure 1

Types of users who benefit from face-to-face educational activities.



Note: The percentages have been calculated with respect to the 33 websites analyzed.

Table 1 shows that, depending on the ownership of the institution (public, private or mixed), 20 of the 24 websites of public institutions target students in primary education, secondary education and high school, 17 public websites (70.8%) target students in pre-school education, 14 websites (58.3%) target students in vocational training and 10 websites (41.7%) target university students (Table 1). Also in the case of private and mixed ownership websites, the largest number of websites offer activities aimed at Primary School, E.S.O. and Baccalaureate students, followed by Vocational Training and university students. The fundamental difference, depending on the ownership of the institution, appears in the offer of activities for EC students: in public institutions, this offer exists, but not in private and mixed institutions. Although this is not a statistically significant difference, it is from the point of view of our object of study.

The binomial test revealed that the proportion of websites that offer activities to students in Early Childhood Education (72.7%, $p < .014$), Primary Education (81.8%, $p < .001$), Secondary Education (81.8%, $p < .001$) is significantly higher than expected, while the proportion of those that do not offer activities to these students (27.3%, $p < .014$; 18.2%, $p < .001$; 18.2%, $p < .001$) is lower than expected. With respect to EC students, the binomial test revealed that the proportion of sites offering activities to students in Early Childhood Education (21.2%, $p < .001$), Primary Education (24.2%, $p < .005$) and transition to

adult life (15.2%, $p < .001$) is significantly lower than expected, while the proportion of sites that do not offer activities to these students (78.8%, $p < .001$; 75.8%, $p < .005$; 84.8%, $p < .001$) is higher than expected; 75.8%, $p < .005$; 84.8%, $p < .001$) is higher than expected.

Table 1

Types of users to whom the educational activities are addressed according to the ownership of the institution

	Ownership of the institution					
	Public		Private		Mixed	
	N	%	N	%	N	%
Early Childhood Education students (3-6 years old)	17	70,8	4	66,7	3	100
Primary Education Students	20	83,3	4	66,7	3	100
ESO students	20	83,3	4	66,7	3	100
High School Students	20	83,3	4	66,7	3	100
Vocational Training Students	14	58,3	1	16,7	2	66,7
University students	10	41,7	1	16,7	1	33,3
Students in the enclave classroom of Early Childhood Education	7	29,2	0	0	0	0
Students in enclave classrooms of Primary Education	8	33,3	0	0	0	0
Students in the enclave classroom for transition to adulthood	5	20,8	0	0	0	0

Note: The percentages have been calculated for the total number of websites within each type of ownership.

In relation to the second objective, to analyze the relationship between the type of users to whom face-to-face educational activities are offered and the educational facet of the institution, it was decided to study four aspects of the educational dimension of museums: the visibility of education on the home page of the website, the presence of education in the mission of the institution reflected on the website, the presence on the website of an educational section and the presence on the website of an educational area or department. The first aspect is that education is clearly displayed on the home page of the museum's website, generally in the form of a tab with that name. The second aspect is that education appears explicitly in the definition of the museum's mission or objectives. The third aspect is that the website has a specific section dedicated to education, which is usually associated with a tab on the home page usually called EDUCATION, but may have other names such as LEARNING, Education and Cultural Action, DEAC (Department of Education and Cultural Action). The fourth aspect consists of the presence on the website of the museum's education department, which may be called by various names but all of which have to do with education.

As can be seen in Table 2, the educational facet of the museum is clearly reflected on the home page of 24 of the 33 websites analyzed. Cross-referencing these results with the type of users for whom the activities are intended, we find that 22 of these websites offer educational activities for students in Primary Education, E.S.O. and Bachillerato. In the case of Early Childhood Education students we found 19 webs (57.6%), 16 webs (48.5%) in the case of Vocational Training students, and 12 webs (36.4%) in the case of university students.

Table 2

Types of users targeted by the educational activities according to the presence of the educational facet of the institution on the home page of the web site

	Presence of the educational facet of the institution on the home page of the web site									
	Yes				No				χ^2	
	Yes		No		Yes		No		Value	Sig.
	N	%	N	%	N	%	N	%		
Early Childhood Education students (3-6 years old)	19	57,6	5	15,2	5	15,2	4	12,1	1,840	,175
Primary Education Students	22	66,7	2	6,1	5	15,2	4	12,1	5,738	,017
ESO students	22	66,7	2	6,1	5	15,2	4	12,1	5,738	,017
High School Students	22	66,7	2	6,1	5	15,2	4	12,1	5,738	,017
Vocational Training Students	16	48,5	8	24,2	1	3,0	8	24,2	8,088	,004
University students	12	36,4	12	36,4	0	0	9	27,3	7,071	,008
Students in the enclave classroom of Early Childhood Education	6	18,2	18	54,5	1	3,0	8	24,2	,755	,385
Students in enclave classrooms of Primary Education	7	21,2	17	51,5	1	3,0	8	24,2	1,162	,281
Students in the enclave classroom for transition to adulthood	4	12,1	20	60,6	1	3,0	8	24,2	,157	,692

Note: The percentages have been calculated with respect to the 33 websites analyzed.

The number of websites that reflect the educational aspect on their home page and offer activities for EC students is decreasing significantly. In the case of AE students in Primary Education, they are offered in 7 museums (21.2%), for AE students in Early Childhood Education they are offered in 6 websites (18.2%/) and for AE students in transition to adult life 4 websites (12.1%).

The χ^2 indicates that there is a statistically significant relationship between the presence of the educational facet of the institution on the home page of a museum's website and the offer of face-to-face educational activities to students in primary education, secondary education, high school, vocational training and higher education. In other words, the presence of the educational facet in this web space is associated with a greater offer of activities aimed at students at these levels. However, there is no relationship between the presence of the educational facet on the home page of a museum's website and offering activities for EC students. Therefore, offering activities for EC students is independent of whether or not the educational aspect appears at the beginning of the website.

As Table 3 shows, in 16 of the 33 sites analyzed, education is clearly included among the objectives or in the mission of the institution. Cross-checking these results with the activities offered to different groups of students shows that the number of websites offering activities for students in Primary Education, E.S.O., Bachillerato, Vocational Training and higher education is greater among the websites in which the educational facet appears in the mission of the institution. However, paradoxically, the number of websites that do not include the educational facet in the mission of the institution and that offer activities for Early Childhood and EC students is greater than the number of websites where the educational facet appears in their mission.

Table 3

Types of users to whom the educational activities are directed according to the presence of the educational facet in the institution's mission

	Presence of the educational facet in the mission of the institution								Value	Sig.
	Yes				No					
	Yes		No		Yes		No			
	N	%	N	%	N	%	N	%		
Early Childhood Education students (3-6 years old)	11	33,3	5	15,2	13	39,4	4	12,1	,248	,619

Primary Education Students	14	42,4	2	6,1	13	39,4	4	12,1	,674	,412
ESO students	14	42,4	2	6,1	13	39,4	4	12,1	,674	,412
High School Students	14	42,4	2	6,1	13	39,4	4	12,1	,674	,412
Vocational Training Students	12	36,4	4	12,1	5	15,2	12	36,4	6,858	,009
University students	10	30,3	6	18,2	2	6,1	21	63,5	9,169	,002
Students in the enclave classroom of Early Childhood Education	2	6,1	14	42,4	5	15,2	12	36,4	1,411	,235
Students in enclave classrooms of Primary Education	3	9,1	13	39,4	5	15,2	12	36,4	,510	,475
Students in the enclave classroom for transition to adulthood	2	6,1	14	42,4	3	9,1	14	42,4	,170	,680

Note: The percentages have been calculated with respect to the 33 websites analyzed.

The χ^2 values indicate that there is a statistically significant relationship between the presence of the educational facet in the institution's mission and the offer of activities for university and vocational training students. Taking into consideration the data, it can be understood that it is more likely that websites that do not include education in their mission do not offer face-to-face activities for university and vocational training students, while those that do include education in their mission do offer them. The rest of the offers of educational activities are not related to the presence of the educational facet in the mission of the website.

As can be seen in Table 4, in 28 of the 33 websites studied there is a section of specifically educational content, i.e., in the structure of the website there is a tab alluding to or related to education that leads to a section of educational content. If we analyze these results according to the students to whom activities are offered, as shown in Table 4, most of the websites that have an educational content section, 26 of them (78.8%), offer their activities to students in Primary Education, E.S.O. and Bachillerato; 23 of them (69.7%) offer them to students in Early Childhood Education, 16 websites (48.5%) offer them to students in Vocational Training, and 12 websites (36.4%) offer them to university students. On the other hand, the websites that have an educational content section offering activities for students in the EC classroom represent 21.2%, 18.2% and 12.1% for the levels of Primary Education, Early Childhood Education and transition to adult life, respectively. Most of the websites that do not have an educational section do not offer any activities for students.

Table 4

Types of users targeted by educational activities based on the presence of an educational content section on the institution's web site

	Presence of an educational content section on the institution's website								χ^2	
	Yes				No					
	Yes		No		Yes		No		Value	Sig.
	N	%	N	%	N	%	N	%		
Early Childhood Education students (3-6 years old)	23	69,7	5	15,2	1	3,0	4	12,1	8,260	,004
Primary Education Students	26	78,8	2	6,1	1	3,0	4	12,1	15,138	,001
ESO students	26	78,8	2	6,1	1	3,0	4	12,1	15,138	,001
High School Students	26	78,8	2	6,1	1	3,0	4	12,1	15,138	,001
Vocational Training Students	16	48,5	12	36,4	1	3,0	4	12,1	2,343	,126
University students	12	36,4	16	48,5	0	0	5	15,2	3,367	,067
Students in the enclave classroom of Early Childhood Education	6	18,2	22	66,7	1	3,0	4	12,1	,005	,943
Students in enclave classrooms of Primary Education	7	21,2	21	63,6	1	3,0	4	12,1	,058	,810
Students in the enclave classroom for transition to adulthood	4	12,1	24	72,7	1	3,0	4	12,1	,108	,743

Note: The percentages have been calculated with respect to the 33 websites analyzed.

The χ^2 results indicate that there is a statistically significant relationship between the presence of the educational section on the web and the offer of educational activities to students

in Pre-school, Primary Education, Secondary Education and High School, so that the presence of the contents section is associated with a greater offer of activities to students at these levels. There is no such relationship with the offer of activities to other types of students, so that the presence or absence of a content section on the website is independent of the offer to Vocational Training, university and AE students.

As shown in Table 5, in 20 of the 33 websites analyzed, the area or department of education appears. Most of them, 19 of them (57.6%), offer activities for students in Primary Education, E.S.O. and High School. Among those that do not have an Education Department, there are also more that offer activities for these groups. With respect to students in early childhood education, something similar occurs, although the number of those that have an education department and offer educational activities for this level is somewhat lower, 16 sites (48.5%). Vocational training and university students are offered activities, especially those websites that have an education department. Most of the websites analyzed do not offer face-to-face activities for EC students, although it is noteworthy that most of those that offer activities for EC students are those that have an education department.

Table 5

Types of users targeted by educational activities based on the presence of an education department on the institution's web site

	Presence of an education department on the institution's web site								χ^2	
	Yes				No					
	Yes		No		Yes		No		Value	Sig.
	N	%	N	%	N	%	N	%		
Early Childhood Education students (3-6 years old)	16	48,5	4	12,1	8	24,2	5	15,2	1,354	,245
Primary Education Students	19	57,6	1	3,0	8	24,2	5	15,2	5,930	,015
ESO students	19	57,6	1	3,0	8	24,2	5	15,2	5,930	,015
High School Students	19	57,6	1	3,0	8	24,2	5	15,2	5,930	,015
Vocational Training Students	14	42,4	6	18,2	3	9,1	10	30,3	6,945	,008
University students	10	30,3	10	30,3	2	6,1	11	33,3	4,080	,043
Students in the enclave classroom of Early Childhood Education	6	18,2	14	42,4	1	3,0	12	36,4	2,346	,126
Students in enclave classrooms of Primary Education	7	21,2	13	39,4	1	3,0	12	36,4	3,199	,074
Students in the enclave classroom for transition to adulthood	4	12,1	16	48,5	1	3,0	12	36,4	,928	,335

Note: The percentages have been calculated with respect to the 33 websites analyzed.

The χ^2 results indicate that there is a statistically significant relationship between the presence of the education department on the institution's website and the offer of educational activities aimed at students in Primary Education, E.S.O., Bachillerato and Vocational Training. There is no relationship between the presence on the web of an education department and the offer of activities to early childhood education students, university students and AE students.

Discussion and conclusions

We will present the conclusions with respect to each of the objectives of the study and the discussion of the respective conclusions.

In relation to the first objective of the study, the types of users to whom the educational activities visible on the websites of the museums are offered, we have been able to verify that most of the educational activities offered are aimed at students in Primary Education, E.S.O., Baccalaureate and, to a lesser extent, at students in Early Childhood Education. It can be seen

that the majority of the offer is aimed at students in Compulsory Education and High School. The offer for vocational training and university students is much smaller. The data showed that the offer of activities for students of EC in Early Childhood Education, Primary Education and Transition to Adult Life is low, being offered by less than a quarter of the websites analyzed. Therefore, it is clear that in order to be more inclusive, museum websites should increase their offerings for these students.

This study has shown that the websites of museums that offer activities for AE students are publicly owned, while the websites of private or mixed ownership do not, as well as some of those of public ownership. This result would merit a more detailed study to better understand the reasons why some websites do not offer activities to these students.

Regarding the second objective, the relationship between the type of users to whom face-to-face educational activities are offered and the visibility of the educational dimension of museum websites, this varies depending on the aspect considered. The visibility of education on the home page of the website is significantly associated with the activities offered to students in primary education, secondary education, high school, vocational training and university. The presence of education in the educational mission of the institution is only significantly related to the offer of activities for university and vocational training students, but in a negative sense; that is, when the educational facet appears in the institution's mission, fewer activities are offered for this type of student body. The presence of an educational section is the presence of an educational section is significantly associated with the offer of activities for kindergarten, primary education, secondary education and high school. The existence of an education department is significantly related to activities aimed at students of Primary Education, E.S.O., Baccalaureate and Vocational Training.

In conclusion, we can see that none of the aspects that make up the educational facet of the web are significantly associated with the offer of activities for students of EC in Early Childhood Education, Primary Education or transition to adult life. These results lead us to consider that the offer of activities for EC students is independent of the aspects that make up the educational facet. It would seem to be expected that at least the presence of an education department on the museums' websites would be associated with a greater offer of activities for AE students, but this is not the case. In our opinion, this result points to the fact that the offer that museums make to EC students is based on the current organization of students in school education - the dominant model of formal education. This organization tends to consider the capabilities of EC students from a deficit perspective and not from an inclusive perspective (García, 2009; Fierro y Contreras, 2024).

It is necessary to point out some limitations of this work. First, the sample studied is relatively small, since it constitutes 24.6% of the population of museums and cultural institutions in the Canary Islands. However, it should be noted that, given the object of study, the museum websites, the sample could not be larger. As mentioned in the description of the sample selection criteria, the other museums did not have websites that could be analyzed in detail. Secondly, the study analyzes the websites and the activities reflected on them, not all the activities actually carried out by the museums. It should be added that the information available on the websites was studied, and not the motivations and reasons that justify the offer of activities.

In light of the results obtained and the limitations detected, several lines of research on the subject are open. In the first place, studies should be carried out in other autonomous communities or by comparing a sample of museums in several autonomous communities. Secondly, it would be very valuable to explore the motivations and reasons that justify the current offer of face-to-face activities from museum institutions. Thirdly, it is necessary to deepen the relationship between the educational offer of museums and educational inclusion.

Financing

This research did not receive external funding.

Acknowledgments

We would like to express our gratitude to the people who participated as judges in this research.

Conflict of interest

There is no conflict of interest for the publication of this manuscript.

Ethical Statement

This work has been carried out in accordance with the ethical principles established by the scientific community. The reference code for research approval by our university's ethics committee is: CEIBA2023-3351.

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