



Universitat de Lleida

DEGREE CURRICULUM  
**GAMES, VALUES AND  
CULTURAL DIVERSITY**

Coordination: DOMINGO COLL, JORDI

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	GAMES, VALUES AND CULTURAL DIVERSITY			
<b>Code</b>	100749			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Pre-School Education	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	DOMINGO COLL, JORDI			
<b>Department</b>	GEOGRAPHY AND SOCIOLOGY			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DOMINGO COLL, JORDI	jordi.domingo@udl.cat	6	

## Learning objectives

Academic objectives of the subject

Know and understand the importance of values in educational processes

Know and understand the causes and consequences of cultural diversity

Know and understand the importance of the peaceful resolution of conflicts

Use the game as a tool in accepting the rules and respecting others

Express oneself correctly in oral and written forms Have a command of a foreign language

Have mastery of ICT to search for information, analyze it and express the results

Show respect for the fundamental rights of equality, human rights and the values of a culture of peace and democratic values

Solve content study and learning tasks as a team

Critically incorporate educational innovations into the early childhood education classroom based on the social environment

## Competences

1. Design and regulate learning spaces in diverse contexts that meet the unique educational needs of students, gender equality, equity and respect for human rights
2. Encourage coexistence in the classroom and outside of it and deal with the peaceful resolution of conflicts, Know how to systematically observe contexts of learning and coexistence and reflect on them.
3. Reflect in group on the acceptance of norms and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.
4. Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it in students.
5. Correction of oral and written communication.
6. Mastery of information and communication technologies
7. Respect for the fundamental rights of equality between men and women, the promotion of Human Rights and values those proper to a culture of peace and democratic values.

## Subject contents

1. Design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights

2. Encourage coexistence in the classroom and outside it and deal with the peaceful resolution of conflicts, Know how to systematically observe contexts of learning and coexistence and reflect on them.
3. Reflect in groups on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions., Feelings and values in early childhood.
4. Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it in students.
5. Correction and oral and written communication.
6. Mastery of information and communication technologies
7. Respect for the fundamental rights of equality between men and women, the promotion of human rights and the values inherent in a culture of peace and democratic values.

## Methodology

Methodological axes of the subject :

A subject in flexible format is designed in anticipation of the evolution of the pandemic.

The presentation of the syllabus will be combined with analysis of everyday situations and debates.

Students will play an active role in preparing topics, presenting them in the classroom, virtual or face-to-face, and evaluating the topics presented by classmates.

There will be group work for each topic, with a justified assessment by each group of students.

## Evaluation

Various evaluation evidences presented will be used both in individual format and in group format of students.

Each group will present one of the 6 topics of the subject, delivering the material made to be shared with the rest of the group.

On the other hand, each group will make a justified assessment of the topics presented by the rest of the groups.

This assessment will account for 50% of the "a" section set out below.

The remaining 50% comes from the teacher's assessment.

There will be small works done in the virtual classroom that can be individual or collective.

These works can be from reflections to comments on news or synthesis of debates held in class, etc.

Finally, at the end of the semester, an individual reflection work will be delivered, with bibliography and support material that is deemed appropriate, on the contents of the subject

The weight of each part in the final evaluation will be:

a.- Presentation of the topic in group: 25%

b.- Reasoned and justified evaluation of the rest of the groups (20%)

c.- Work done in the classroom, individual or collective: 5% for each subject. With a maximum of 30% on the overall grade.

d.- Individual work on contents of the subject: 25% All evaluation evidence will take into account academic rigor and the use of appropriate bibliography and other appropriate sources of information. Careful presentation of evidence will also be considered.

