



DEGREE CURRICULUM

EDUCATION IN DIVERSITY I

Coordination: POLO IZQUIERDO, INES FUENSANTA

Academic year 2020-21

Subject's general information

Subject name	EDUCATION IN DIVERSITY I			
Code	100824			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
Course number of credits (ECTS)	9			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	2.7	6.3	
	Number of groups	1	1	
Coordination	POLO IZQUIERDO, INES FUENSANTA			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			
Distribution of credits	Educational intervention with children with specific educational support needs in the 6 to 12 years stage: Inés Polo (4 credits) Inclusive education and intervention in special education schools: Inés Polo (2 credits) Intervention with students of linguistic and cultural diversity: Clara Sansó (3 credit)			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FARRERAS I COLLELL, CRISTINA	cristina.farreras@udl.cat	3,5	
POLO IZQUIERDO, INES FUENSANTA	ines.polo@udl.cat	5,5	

Learning objectives

- Develop strategies for collaborative work and networking to serve students with specific educational support needs.
- Acquire the necessary knowledge to prevent and / or detect specific educational support needs.
- Know the process of psychopedagogical assessment and collaborate in it.
- Know how to interpret psycho-pedagogical reports written by other services and / or professionals.
- Know different educational coordination strategies with the family, teaching team and other professionals.
- Know and master the mechanisms and school instruments that favor a careful educational response to the needs of students of sociocultural diversity in Catalonia.
- Know and know how to identify the educational needs of socioculturally diverse students.
- Know and promote intercultural intervention strategies that favor social cohesion and school learning in multilingual and multicultural contexts.
- Know different alternative and augmentative communication systems.
- Know how to organize the teaching - learning process in students with specific educational support needs.

Competences

- Be able to guarantee educational quality to all students with specific educational support needs
- Be able to collaborate in the evaluation and follow-up process of all students.
- Be able to coordinate the resources and services from and outside the center that intervene to address the specific needs of educational support, and develop quality education for all.
- Be able to promote values linked to respect, esteem and consideration of human diversity in all its manifestations.
- Be able to guarantee the educational success of all students.
- Be able to coordinate educational quality for all specific educational support needs.
- Be able to design accessible environments and organize non-discriminatory educational actions that are meaningful to all students.

Subject contents

BLOCK I

- The detection of educational needs during compulsory schooling.
- Class observation as a tool to detect educational needs.
- Evaluation of the educational needs in the school.
- Interview with parents and other professionals.

BLOCK II

- School coexistence and schools as welcoming centers.
- Approaches to the multilingual, inclusive and intercultural school.
- The initial evaluation: detection of educational needs in students of sociocultural diversity.
- Newcomer students: what studies say about the role of language and culture in school learning.
- Introduction to linguistic learning in students of linguistic and cultural diversity: psycholinguistic basis and communicative approach of teaching an L2.

BLOCK III

- Role of the support teacher in Inclusive Education.
- The community as a support mediator
- Collaborative work between teachers when analyzing and overcoming learning problems.
- Augmentative and Alternative Communication (AAC)
- Types of AAC

Methodology

The blended teaching planning for the 2020/2021 academic year means that the methodology specified below is organized 50% face-to-face and 50% online (videoconferences, forums, etc.).

- Active and participatory methodology: cooperative learning and reverse class.
- Professor's presentations
- Student's presentations
- Video analysis
- Debates and reflections in large and small group.
- Readings and analysis of documents.
- Information search.
- Work elaboration and synthesis.
- Individual and group tutorials.

Development plan

SESSION	MODALITY	CONTENT	PROFESSOR'S TASK
Week 2	Face to face	COURSE PRESENTATION AND GROUP DYNAMIC	Oral presentation Dynamic: <i>deriva</i>
Weeks 3 to 12	Face to face	DEVELOPMENT OF THE CONTENTS OF BLOCK I AND II	Guide the teaching - learning process Recommend material to read Moderate debates and sessions for reflection Present real cases
Weeks 13 to 15	Face to face	DEVELOPMENT OF THE CONTENTS OF BLOCK II	Guide the teaching - learning process Recommend material to read Moderate debates and sessions for reflection Present real cases Provide the assistance of teaching professionals
Week 16	Face to face	EXAM	Supervise
Week 18	Face to face	CONCEPT MAPS PRESENTATIONS AT FEPTS	Value the design and argumentation of the course

Evaluation

Continuous evaluation divided in the following evidences:

Written Exams

- Detection and evaluation: 20%
- Attention to linguistic and cultural diversity: 20%
- Communicative and alternative communication systems: 15%

Inclusive and intercultural schools

- Portfolio: Construction of an inclusive and intercultural school 20%

Concept map: how can we attend diversity?

- Justification and argumentation: 25%

Assessment criteria for evaluation evidence

Written Exams

- Identify theoretical contents of the subject

Inclusive and intercultural school

- Quality of the work script and the arguments proposed when presenting the assignment proposal
- Integration of the basic and fundamental contents specially worked on the EDI course
- Creativity and feasibility of the proposal
- Establish connections between practice and/ or previous experiences.

Concept map

- Mandatory participation in the group tutorial.
- Quality of the work script and the arguments proposed when presenting the assignment proposal.
- Incorporation of the main worked contents in both courses.
- Creativity in the productivity staging.
- Creativity of the oral presentation and written assignment
- Establish connections between practice and/ or previous experiences.

Requirements:

- Written assignments, Portfolio and Concept map. The evidence presented will be averaged. To pass the course, a grade of 5 or higher is required.
- Attendance: Attendance is mandatory. The attendance should be equal or higher than 80% of the total class sessions. It is required to attend 100% of the hours from week 13 to 15.
- Spelling mistakes. In case the number of spelling mistakes is significantly high the possibility of failing the course will be considered despite all the evidences have been passed.

Provisional due dates of written exams and other evidences

The written tests will be held as follows: **To be determined.**

The delivery of the concept map and the portfolio will be during **week 17.**

The presentation of the concept map will be during **week 18.**

OTHER CIRCUMSTANCES OF EVALUATION

EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)

(Condition: Certificate of disability or certificate of presenting any learning difficulty)

The professors in charge of the course may modify the assessment system and whether or not to carry out face to face activities depending of the Special Educational Needs of every student. Any decision will be always guided and guaranteed by the UdL Attention to Diversity Commission.

EVALUATION FOR STUDENTS WITH ACREDITED WORK

(Condition: approval of the relevant commission for carrying out this single type of evaluation).

The evaluation consists on two exams, each one with a value of 50%. In the case of failure, the student will have the right to make up for it.

Bibliography

- Basil, C. and Puig De La Bellacasa, R. (1990). *Comunicación aumentativa*. Madrid: Inerser.
- Bassedas, E. (2007). La colaboración entre profesionales y trabajo en la red. Dins J. Bonals i M. Sánchez-Cano (coords.). *Manual de asesoramiento psicopedagógico* (pp.: 43-66). Barcelona: Graó.
- Bassedas, E., Huguet, T. and Solé, I. (2006). *Aprender y enseñar en educación infantil*. Barcelona: Graó.
- Baumgart, D., Johnson, J. and Helmstetter, E. (1996). *Sistemas alternativos de comunicación para personas con discapacidad*. Madrid: Alianza.
- Besalú, X. and Vila, I. (2007). *La buena educación. Libertad e igualdad en la escuela del siglo XXI*. Madrid: Ministerio de Educación y Ciencia-Catarata.
- Coelho, E. (2005). *Ensenyar i aprendre en escoles multiculturals. Una aproximació integrada*. Barcelona: ICE/Horsori.
- Departament d'Ensenyament (2012). *Espai LIC*. [en línea] <http://gregal.xtec.cat/lic/index.htm> [Consulta: 12 de juny de 2012].
- Essomba, M. À. (1999). *Construir la escuela intercultural. Reflexiones y propuestas para trabajar la diversidad étnica y cultural*. Barcelona: Graó.
- Sánchez-Cano, M. and Bonals, J. (coords.) (2005). *La evaluación psicopedagógica*. Barcelona: Graó.
- Soro, E. and Basil, C. (1993). Estrategias para facilitar las iniciativas de comunicación en hablantes asistidos. *Infancia y Aprendizaje*, 64, 29-48.
- Sotillo, M. (1993). *Sistemas Alternativos de Comunicación*. Madrid: Trotta.
- Huguet, À. and Madariaga, J. (2005). *Fundamentos de educación bilingüe*. Bilbao: Servicio Editorial de la Universidad del País Vasco.
- Oller, C. and Colomé, E. (2010). *Alumnado de otras culturas. Acogida y escolarización*. Barcelona: Graó.
- Wragg, E. (2012). *An introduction to classroom observation*. London: Routledge.
- Von Tetzchner, S. and Martinsen, H. (1993). *Introducción a la enseñanza de signos y al uso de ayudas técnicas para la comunicación*. Madrid: Aprendizaje-Visor.

COMPLEMENTARY

- Anguera, M. T. (1988). *Observació a l'escola*. Barcelona: Graó.
- Arnau, J. (2005). El modelo catalán de atención educativa a los escolares inmigrantes. *Cultura & Educación*, 17 (3), 265-282.
- Departament d'Educació (2006). *Pla per a la Llengua i la Cohesió Social. Educació i immigració. Plans educatius d'entorn*. Barcelona: Generalitat de Catalunya.
- Departament d'Educació (2009). *Pla per a la Llengua i la Cohesió Social. Educació i convivència intercultural*. Barcelona, Generalitat de Catalunya.
- Gil, I. (2010). Cultural diversity in compulsory education: an overview of the context of Madrid (Spain). *Intercultural Education*, 21 (4), 299-315.
- Gil, I. (2012). Observación de procesos didácticos y organizativos de aula en Educación Primaria desde un enfoque intercultural. *Revista de Educación*, 356, 85-110.
- Huguet, À. y Navarro, J. L. (2005). Inmigrantes en la escuela. Una revisión de estudios sobre las relaciones entre rendimiento escolar e inmigración. Dins D. Lasagabaster i J. M. Sierra (eds.). *Multilingüismo, competencia lingüística y nuevas tecnologías* (pp. 53-74). Barcelona: Horsori.
- Torres, S. (2001). *Sistemas alternativos de comunicación. Manual de comunicación aumentativa y alternativa: sistemas y estrategias*. Madrid: Aljibe.
- Zepeda, S. (2012). *Informal classroom observation on de go. Feedback, discussion and reflection*. Vancouver: Eye on education.