



DEGREE CURRICULUM
EDUCATION IN DIVERSITY I

Coordination: SANSO GALIAY, CLARA MARIA

Academic year 2021-22

Subject's general information

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|---|---|---------------|------------------|------------------|
| Subject name | EDUCATION IN DIVERSITY I | | | |
| Code | 100824 | | | |
| Semester | 1st Q(SEMESTER) CONTINUED EVALUATION | | | |
| Typology | Degree | Course | Character | Modality |
| | 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 |
| | Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences | 5 | OPTIONAL | Attendance-based |
| Course number of credits (ECTS) | 9 | | | |
| Type of activity, credits, and groups | Only examination | | | |
| Coordination | SANSO GALIAY, CLARA MARIA | | | |
| 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 COLLELL, CRISTINA | cristina.farreras@udl.cat | 0 | |
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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 comission 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

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COMPLEMENTARY

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