DEGREE CURRICULUM
ATTENTION TO DIVERSITY

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2020-21

ATTENTION TO DIVERSITY 2020-21

Subject's general information

Subject name	ATTENTION TO DIVERSITY
Code	100870
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	3	COMMON	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMMON	Attendance-based
	Bachelor's Degree in Primary Training	2	COMMON	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	1.8	4.2
	Number of groups	6	5

Coordination	PETREÑAS CABALLERO, CRISTINA
Department	PEDAGOGIA
Teaching load distribution between lectures and independent student work	Teaching hours at university: 56 hours (14 weeks, approximately) Student's independent work: 94 hours Dual Category: Teaching hours at university: 37 hours (14 weeks, approximately) Student's independent work: 94 hours
Important information on data processing	Consult this link for more information.
Language	Catalan, Spanish and English (GM sessions within bilingual plan category)
Distribution of credits	Dual Modality: Cristina Farreras Bilingual Modality Inés Polo and Cristina Farreras Double Bachelor's Degree in Preschool and Primary Education: Inés Polo Standard Primary Modality: Daniel Gutiérrez Primary CAFE Modality: Cristina Petreñas

ATTENTION TO DIVERSITY 2020-21

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FARRERAS I COLLELL, CRISTINA	cristina.farreras@udl.cat	10,8	
GUTIÉRREZ UJAQUE, DANIEL	daniel.gutierrez@udl.cat	6	
PETREÑAS CABALLERO, CRISTINA	cristina.petrenas@udl.cat	6	
POLO IZQUIERDO, INES FUENSANTA	inesf.polo@udl.cat	9	

Learning objectives

- To know the principles of inclusive education.
- To know the learning difficulties, disabilities, disorders, as well as other situations with educational vulnerability (for example immigration) in schoolcholdren between the age of 6-12.
- To identify the risk indicators, the main characteristics and the educational needs of schoolchildren with different abilities, different paces of student learning, of other origins, among others.
- To develop collaborative strategies with other professionals for attending educational needs of schoolchildren.
- To know in detail educational strategies to promote and strengthen the integrative development of schoolchildren during compulsory primary education.
- To develop methodological proposals that allow schoolchildren to learn in interaction while teachers deals with their needs.

Competences

- The ability to know and detect the learning difficulties, abilities, disorders, as well as other situations with educational vulnerability in schoolcholdren between the age of 6-12.
- The ability to work collaborately with other professionals in order to face the educational needs of schoolchildren.
- The ability to design and plan interactional and inclusive educational mesures to all the classroom. In this sense, special attention should be paid to schoolchildren with different abilities and different paces of student learning.

Subject contents

Multidisciplinary content

1. Educational inclusion as a cross-cutting focus in the design, planification and implementation of proposals of educational prevention and intervention.
2. The collaborative work between teachers as a tool to guarantee quality education for all.

Specific content

Prevention, detection and attention in the stage of 6-12 years old:

1. Linguistic and cultural diversity.
2. Learning difficulties.
3. ADHD.
4. Behavioural disorders.
5. ASD
6. Sensory disabilities.
7. Motor disability.
8. Intellectual disability.
9. Intellectual Giftedness.

Group work content

1. Enlargement from the Systems Theory about the construction of a school for all.
2. Introduction to the network of educational resources.

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.).

The main methodological axes of the course combine different teaching and learning strategies centered on students: sessions of an expository nature with active participation by students and cooperative learning, among others. While in the expository classes the professor is the main responsible for introducing part of the subject matter that must end up being mastered by the student, the other strategies allow the activation of teaching-learning mechanisms of the rest of the content in which the professor acquires the role of guide.

General methodological axes designed for big group sessions

- Oral presentations and multimedia by teachers
- Theoretical-practical seminars with different professionals
- Group debates and other and practice sessions
- Reading analysis and video analysis about concepts or case studies
- Follow up and assessment of the learning process of students through the active participation and debates, among other

General methodological axes designed for middle group sessions (practical sessions) and follow-up of the group work

- Flipped classroom sessions, cooperative groups and teamwork
- Presentation of practical cases or case studies
- Video and document analysis
- Active participation and debates
- Reading of documents
- Oral presentations
- Peer assessment

Development plan

Content Schedule of Dual Modality

	CONTENT
WEEK 1	Course presentation

WEEKS 2 & 3	Inclusive education, educational support, support networks
WEEKS 4 & 5	Linguistic and cultural diversity
WEEKS 6 & 7	Dyslexia
WEEKS 8, 9 & 10	ASD, ADHD and behavioural disorders
WEEKS 11 & 12	Visual and hearing impairment
WEEK 12	Motor disability
WEEKS 14 & 15	Intellectual disability and Intellectual Giftedness

(The schedule could change a little during the course)

Content Schedule of Bilingual Modality

	CONTENT
WEEK 1	Course presentation
WEEKS 2 & 3	Inclusive education, educational support, support networks
WEEKS 4 & 5	Linguistic and cultural diversity
WEEKS 6 & 7	Dyslexia
WEEKS 8, 9 & 10	ASD, ADHD and behavioural disorders
WEEKS 11 & 12	Visual and hearing impairment
WEEK 13	Motor disability
WEEKS 14 & 15	Intellectual disability and Intellectual Giftedness

(The schedule could change a little during the course)

Content Schedule of Double bachelor's degree: Pre-school and Primary Degree

	CONTENT
WEEK 1	Course presentation
WEEKS 2 & 3	Inclusive education, educational support, support networks
WEEKS 4 & 5	Linguistic and cultural diversity
WEEKS 6 & 7	Dyslexia
WEEKS 8, 9 & 10	ASD, ADHD and behavioural disorders
WEEKS 11 & 12	Visual and hearing impairment
WEEK 13	Motor disability

WEEKS 14 & 15	Intellectual disability and Intellectual Giftedness	

(The schedule could change a little during the course)

Schedule of contents Standard Primary

	CONTENT
WEEK 1	Course presentation
WEEKS 2 & 3	Inclusive education, educational support, support networks
WEEKS 4 & 5	Linguistic and cultural diversity
WEEKS 6 & 7	Dyslexia
WEEKS 8, 9 & 10	ASD, ADHD and behavioural disorders
WEEKS 11 & 12	Visual and hearing impairment
WEEK 13	Motor disability
WEEKS 14 & 15	Intellectual disability and Intellectual Giftedness

(The schedule could change a little during the course)

Schedule of contents Primary CAFE

	CONTENTS
WEEK 1	Course presentation
WEEKS 2 and 3	Inclusive education, educational support, support networks
WEEKS 4 and 5	Cultural and Linguistic Diversity
WEEKS 6 and 7	Dyslexia
WEEKS 8, 9 and 10	ASD, ADHD and behavioral disorders
WEEKS 11 and 12	Visual and hearing impairments
WEEK 13	Motor disability
WEEKS 14 and 15	Intelectual disabilty and Intellectual Giftedness

(The schedule could change a little during the course)

Mandatory theoretical and practical seminars for all groups

Lecture	Day	Place and Time
Dyslexia	To determine	Sakai Videoconference
CRETDIC	To determine	Sakai Videoconference

Fisioterapeutas del EAP	To determine	Sakai Videoconference

Schedule of evaluation due dates

(The dates are provisional. These may be modified due to teaching needs)

Evidence	Day	Place and Time
Written Exam - Test	To determine	DUAL Modality: To determine Bilingual and Doble Titulation: To determine CAFE and Afternoon Program: To determine
Written Exam - Practical case	To determine	DUAL Modality: To determine Bilingual and Doble Titulation: To determine CAFE and Afternoon Program: To determine
Group Assignment	Written assignment: 22/12/2020	Printed format: Professor's mailbox PDF format: Sakai
	Video: 15/01/2021	Sakai

Evaluation

The evaluation is continuous and formative.

EVALUATION EVIDENCES

- Written exam- test: 29%
- Written exam - practical: 29%
- Work group:
- Challenge 1: 10%
- Challenge 2: 12%
- Challenge 3 - Written assignment: 15%
- Challenge 3 - Video:5 %

Qualification criteria of the evaluation evidence

Written exams

- Identify theoretical contents worked throughout the course
- Resolution of a case study

Work group:

- Mandatory attendace to MD sessions
- Detection of barriers, inclusive measures and educational needs
- Design of an inclusive educational proposal
- Establish links between theory and practice

Requirements

- In order to pass the course, it is necessary that the average mark among the different evidences is equal or superior to 5.
- Attendance to the GM sessions will be compulsory at 80%. In the case of students in the bilingual Modality who are doing their internship abroad, they are exempt from this requirement.
- Spelling mistakes are penalized.

EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)

(Condition: refererral from UdLxTothom, certificate of disability or having any learning difficulty)

The professors in charge of the course may modify the assessment system and the performance of face-to-face or non face-to-face activities depending on the Special Educational Needs of every student, always with the consensus of the "Head of the Inclusion Center" or the UdLxTothom.

EVALUATION FOR STUDENTS WITH WORK AND ENROLLED IN PREVIOUS STUDY PLANS

(Condition: Approval of the correspondent comission to carry out the unique type of evaluation).

The evaluation consists on two exams: one is an exam-type test and the other one is a practical case, with a value of 50% each one.

Requirements:

- Pass at least one of the two written exams
- It will only be considered to do an average between the two exams as long as the failed test has a minimun score of 4.
- When doing the average between the two exmas, in the case that one of the evidences is failed, it is required that the evidence that is passed has a sufficient score to have an average grade of 5.
- If the average score of the two tests is less than 5, the non-approved evidence will have a make-up exam.
- In the case that none of the above criteria is accomplished, the course will be suspended.

EVALUATION FOR STUDENTS OF "BILINGUAL PRIMARY" WHO ARE ON THEIR 3rd YEAR AND ON ABROAD INTERNSHIPS, ERASMUS STUDENTS AND INTERNATIONAL MOBILITY STUDENTS

(Condition: Certification of the vice-dean of international relations and the duration of the internships).

Students must perform the same evaluation evidence as the rest of the students. The only exception is the attendance during the GM sessions. During their stay, students the learning and evaluation process will be monitored remotely. The dates of the presentations and / or of the different evidences of evaluation can be modified if it is strictly necessary (duration of the stay, among others).

OTHER EVALUATION SYSTEMS

(Condition: valuation of the exceptional situation).

Exceptionally, it will be considered to adapt the evaluation system to some specific and justified characteristics.

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