



Universitat de Lleida

# DEGREE CURRICULUM

# **ATTENTION TO DIVERSITY**

Coordination: SANSO GALIAY, CLARA MARIA

Academic year 2021-22

Subject's general information

<b>Subject name</b>	ATTENTION TO DIVERSITY			
<b>Code</b>	100870			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	2	COMMON	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMMON	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	COMMON	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>	5		5
<b>Coordination</b>	SANSO GALIAY, CLARA MARIA			
<b>Department</b>	PSICOLOGIA			
<b>Teaching load distribution between lectures and independent student work</b>	<p>Teaching hours at university: 56 hours (14 weeks, approximately)                      Student's independent work: 94 hours</p> <p>Dual Category:                      Teaching hours at university: 37 hours (14 weeks, approximately)                      Student's independent work: 94 hours</p>			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan, Spanish and English (GM sessions within bilingual plan category)			
<b>Distribution of credits</b>	Dual Modality: Clara Sansó Bilingual Modality Inés Polo, Cristina Farreras and Meritxell Simón Double Bachelor's Degree in Preschool and Primary Education: Inés Polo Standard Primary Modality: Daniel Gutiérrez Primary CAFE Modality: Cristina Petreñas			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FARRERAS COLLELL, CRISTINA	cristina.farreras@udl.cat	1,8	
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## 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 schoolchildren 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

### BASIC COMPETENCES

- CB1. That students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects involving knowledge from the forefront of their field of study.
- CB2. Apply their knowledge to their work or vocation in a professional way and possess the skills that are

usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.

- CB3. Gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.

## GENERAL COMPETENCES

- CG1. To promote democratic values, with special emphasis on those of tolerance, solidarity, justice and non-violence and to know and value human rights.
- CG2. Know the intercultural reality and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.
- CG3. Know the right to equal treatment and opportunities between women and men, in particular by eliminating discrimination against women, whatever their circumstance or condition, in any area of life.
- CG4. Know the measures that guarantee and make effective the right to equal opportunities for people with disabilities.
- CG5. Develop the ability to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, in particular racial discrimination, discrimination against women, sexual orientation or disability
- CG6 . Assume the commitment of personal and professional development with oneself and the community. Adapt learning proposals to the most significant cultural evolutions.

## SPECIFIC COMPETENCES

- CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.
- CE3. Effectively address language learning situations in multicultural and multilingual contexts.
- CE4. Design and regulate learning spaces in contexts of diversity that address gender equality, equity and respect for human rights that shape the values of civic education.

## TRANSVERSAL COMPETENCES

- CT1. Desenvolupar una adequada comprensió i expressió oral i escrita de l' català i de l' castellà.
- CT2. Develop significant command of a foreign language, especially English.
- CT3. Implement new technologies and information and communication technologies.
- CT4. Acquire essential notions of scientific thought.
- CT5. Apply the gender perspective to the functions of the professional field.

## 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.

### 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	Intellectual disability and Intellectual Giftedness	

*(The schedule could change a little during the course)*

### Mandatory 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 and individual Assignment	Group assignment: 10/01/2022	Printed format: Professor's mailbox PDF format: Sakai
	Individual assignment: 10/01/2022	Printed format: Professor's mailbox PDF format: Sakai

## Evaluation

The evaluation is continuous and formative.

### EVALUATION EVIDENCES

- Written exam 50% (test: 25% and practical: 25%)
- Work group: 40%
  - Case analysis
  - Feedback
  - Oral defense
- Autobiographical account: 10%

### 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 practice 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 be able to average between the different evidences of evaluation of the asignatura, the note of each one of them, separately, has to be equal or upper to 5.
- In the event that the written test and / or group work does not have the minimum grade to pass, students will be entitled to recovery.
- The different sections of the group work will be assessed separately and the final grade will be the sum of them.
- To be able to average the written test with the other evidence it will be an essential requirement to have a 5 of average mark. When one of the two parts of the exam (test type or case study) has a grade equal to or higher than 4 and can be averaged with the other part of the exam (in order to get a 5 or more) , students will not be required to make the recovery. Otherwise, students who take in one or both parts of the written test (type test and / or case study) a grade lower than 4 will have the possibility to recover the failed test (s).
- The note of the individual autobiographical account will be added to the note of the other evidences.



- Attendance at internship sessions will be 80% mandatory. In the case of bilingual primary school students who are doing internships abroad, they are exempt from this requirement. Misspellings penalize.

## **EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)**

(Condition: referral 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 minimum 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 practice 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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