



Universitat de Lleida

# DEGREE CURRICULUM **ATTENTION TO DIVERSITY**

Coordination: SANSO GALIAY, CLARA MARIA

Academic year 2023-24

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/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	COMMON/CORE	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>	6		5
<b>Coordination</b>	SANSO GALIAY, CLARA MARIA			
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
<b>Teaching load distribution between lectures and independent student work</b>	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			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	DUAL Morning and Afternoon, Bilingual and DIP: Catalan. CAFE: Catalan and Spanish.			
<b>Distribution of credits</b>	Dual Morning Modality: Clara Sansó Bilingual Modality: Anna Amado and (to be determinade) Double Bachelor's Degree in Preschool and Primary Education: Cristina Petreñas y Anna Amado Dual Afternoon Modality: Daniel Gutiérrez Primary CAFE Modality: Antonio Delgado and Maria José Pérez			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
AMADO CODONY, ANNA	anna.amado@udl.cat	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 and language disorders.
3. Neurodevelopmental disorders: ASD, ADHD, Conduct Disorder and Fetal Alcohol Disorder (FAD)
4. Sensory disabilities.
5. Motor disability.
6. Intellectual disability.
7. 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

- 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 "Dual Mañana"

	CONTENT
WEEK 1	Course presentation
WEEKS 2 & 3	Inclusive education, educational support, support networks
WEEKS 4 & 5	Linguistic and cultural diversity
WEEKS 6 & 7	Language disorders and dyslexia
WEEKS 8, 9 & 10	ASD, ADHD, behavioural disorders, and FAD
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	Language disorders and dyslexia
WEEKS 8, 9 & 10	ASD, ADHD, behavioural disorders and FAD
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	Language disorders and dyslexia
WEEKS 8, 9 & 10	ASD, ADHD, behavioural disorders and FAD
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 "Dual Tarde"

	CONTENT
WEEK 1	Course presentation

WEEKS 2 & 3	Inclusive education, educational support, support networks
WEEKS 4 & 5	Linguistic and cultural diversity
WEEKS 6 & 7	Language disorders and dyslexia
WEEKS 8, 9 & 10	ASD, ADHD, behavioural disorders and FAD
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, 7 and 8	ASD, ADHD, behavioral disorders and FAD
WEEKS 9 and 10	Language disorders and dyslexia
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 be determined	In person (CCCT Auditorium)
CRETDIC	To be determined	In person (CCCT Auditorium)
Inclusion in the Catalan Educational System	To be determined	In person (CCCT Auditorium)
Institutionalized childhood	To be determined	In person (CCCT Auditorium)

The evaluation is continuous and formative.

## EVALUATION BLOCKS

- Block 1: Written exam - Multiple choice test (transversal contents): 10%
- Block 2: Written exam - Multiple choice test + Study case (specifics contents): 50%
- Block 3: Work group: 40%
  - Evaluation activity 1: Case analysis (25%)
  - Evaluation activity 2 : Feedback (10%)
  - Evaluation activity 3: Oral defense (5%)

### Assessment block requirements:

- Block 1 is cumulative to the other assessment blocks.
- Block 2 is an essential requirement to pass the subject. It must be passed with a grade equal to or higher than 5. It can be recovered partially or fully (test-type questions or open-ended practical case questions). The maximum recovery grade for this block is 5. Test-type questions will subtract from the overall grade of block 2.
- Block 3 is an essential requirement to pass the subject. It must be passed with a grade equal to or higher than 5. It can be partially recovered (assessment activity 1). The maximum recovery grade for this block is a 5.
- If you do not pass block 2 or block 3 with a grade equal to or higher than 5, even if the average of the other blocks gives a pass, the final mark of the report will be 4.9 (Suspended).
- In block 3, attendance at the practical sessions is compulsory at 80% (with the exception of students who repeat dual morning or dual afternoon due to incompatibility with the practicals).
- The activities of block 3 will be passed through the plagiarism tool of the UdL. If a percentage equal to or greater than 20% is found, it will be understood that the work is plagiarized and the subject will be suspended.
- In the activities of block 3, all members of the group will have the same grade. In the case of having the recoverable activity suspended, it is mandatory that all members of the group present themselves for recovery.
- Presentation of the activities of the different blocks: Activities that are not delivered/carried out on time will not be graded and, consequently, you will not have the right to recovery in those evidences that can be recovered.
- Attendance at the seminars is mandatory and will form part of the agenda for the activities of blocks 1 and 2.
- Any fraudulent use or use of artificial intelligence (AI) when carrying out the assessment activities, will result in the suspension of the subject and the application of the UdL protocol.
- The student who repeats the subject must take part in the continuous assessment.
- Linguistic and formal correction in written productions is an indispensable requirement (<http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf>). In the foundation of written works, it is essential to use academic sources, correctly cited in accordance with APA regulations. These expressive errors or incorrect presentation will affect the subject's grade

### Forecast of the schedule of evaluation activities:

BLOCK	ACTIVITY	DATE	MODE OF PRESENTATION / PERFORMANCE
BLOCK I	Written exam - Multiple choice test (transversal contents)	To be determined (midterm)	Presencial a l'aula
BLOCK II	Written exam - Multiple choice test + Study case (specifics contents)	To be determined (see FEPTS official exam calendar)	Presencial a l'aula



BLOCK III	<p>Assessment activity 1: Life history analysis</p> <p>Assessment activity 2: Feedback</p> <p>Assessment activity 3: Oral defense</p>	<p>Assessment Activity 1: January 8, 2024</p> <p>Assessment activity 2: depending on the defense date</p> <p>Assessment activity 3: to be specified at the beginning of the semest</p>	<p>Assessment activity 1: Teacher's letterbox and CV (activities space)</p> <p>Assessment activity 2: CV</p>
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### ***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 and according to the current evaluation regulations.

### ***EVALUATION FOR STUDENTS WITH ACCREDITED WORK AND WITH THE AUTHORIZATION OF THE FEPTS***

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

The assessment consists of two blocks:

Block 1: Activity - test-type exam 50%

Block 2: Activity - practical case exam 50%

*Requirements:*

- To approve the subject, the grade must be 5 in both blockcs separately

### ***ASSESSMENT FOR BILINGUAL PRIMARY STUDENTS WHO ARE 3RD I FAN INTERNSHIPS FOR ESTRANGER I DUAL STUDENTS OF 3RD OR 4T AMB HOURLY INCOMPATIBILITY PER INTERNSHIPS***

(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.

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