



DEGREE CURRICULUM

THE MULTILINGUAL AND MULTICULTURAL SCHOOL

Coordination: SANSO GALIAY, CLARA MARIA

Academic year 2022-23

Subject's general information

Subject name	THE MULTILINGUAL AND MULTICULTURAL SCHOOL			
Code	100893			
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)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1.8	4.2	
	Number of groups	1	1	
Coordination	SANSO GALIAY, CLARA MARIA			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			
Language	Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SANSO GALIAY, CLARA MARIA	clara.sanso@udl.cat	6	

Learning objectives

- Develop strategies for collaborative work and networking.
- Acquire the necessary knowledge to prevent and / or detect situations of vulnerability and barriers to learning and participation.
- 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.
- Design inclusive intervention measures.

Competences

BASIC COMPETENCE

- CB2. Apply their knowledge to their job or vocation in a professional way and have the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.
- CB3. Gather and interpret relevant data (usually within your area of study) to make judgments that include reflection on relevant topics of a social, scientific, or ethical nature.
- CB4. Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

GENEREAL COMPETENCE

- 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. Recognize 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.
- 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 yourself and the community. Adapt learning proposals to the most significant cultural evolutions.

SPECIFIC COMPETENCE

- 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.
- CE5. 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.
- CE10. Collaborate with the different sectors of the educational community and the social environment. CE11. Assume the educative dimension of the teaching function and promote democratic education for active citizenship.
- CE14. Reflect on classroom practices to innovate and improve teaching.
- CE15. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

TRANSVERSAL COMPETENCE

- CT5. Apply essential notions of scientific thinking.

Subject contents

- 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.
- Challenges for the educational inclusion of the gypsy community.

Methodology

- 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

EDUCATIONAL SUPPORT IN THE INCLUSION OF MI... 2022-23

SESSION	MODALITY	CONTENT	PROFESSOR'S TASK
Week 1	Face to face	COURSE PRESENTATION	Oral presentation Creating groups of work
Week 2-3	Face to face	JUNEDA PROJECT	Guide in the process teaching and learning Recommend material reading Manage debates and reflection sessions
Weeks 4 -14	Face to face	DEVELOPMENT OF THE CONTENTS	Guide the teaching - learning process Recommend material to read Moderate debates and sessions for reflection Present real cases
Week 15	Face to face	EXHIBITION OF THE CASE	Assess the productions and arguments of the students
Week 17	Face to face	EXAM	Supervise

ATTENDANCE WILL ALSO BE MANDATORY ON THE FOLLOWING DAYS:

- **October 7:** Juneda and Artesa Project
- **October 18:** CAD follow-up tutorial
- **November 18:** Juneda and Artesa Project
- **November 29:** CAD follow-up tutorial

Evaluation

CONTINUOUS EVALUATION:

The evaluation has a continuous character, therefore, the regular attendance to class and the elaboration and delivery inside the established dates of the tasks that specify like evidences of evaluation of the asignatura are compulsory to overcome it. Evidence of assessment is:

- Learning portfolio: 40%
 - 15% individual part 1
 - 15% individual part 2
- Resolution of a case through the simulation of a CAD: 30%
- Written evidence type test: 40%

Requirements

- Participate actively through cooperative work inside and outside the classroom.
- The evidence in the learning folder is summative with the rest of the evidence.
- The CAD and the written multiple choice test are approved with a 5. It can only be averaged with the rest of the evidence if your grade is equal to or greater than 4.5. Otherwise, both pieces of evidence will have the right to be recovered.
- If the CAD or written test is recovered, the maximum grade that can be chosen is 5.5.
- The works will go through the plagiarism tool of the UdL. In the event that a percentage equal to or greater than 20% comes out, it will be understood that the work is plagiarized and the subject will be suspended.
- In group work, all members of the group will have the same grade. In case of having the work suspended, it is mandatory that all the members of the group that must make up the work appear for the recovery.
- Works that are not submitted within the established period will be considered as not submitted and their grade will be 0.
- Attendance is 80% compulsory.
- Linguistic and formal correction in written productions is an indispensable requirement (<http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf>). In the foundation of the written works it is essential to resort to academic sources, correctly cited in accordance with the APA regulations. These expressive errors or the incorrect presentation will have repercussions in the qualification of the matter.

Provisional dates for written tests and other evidence

- Learning folder:
 - Individual part 1: **week 10**
 - Individual part 2: **week 17**
- Resolution of a case through the simulation of a CAD: **week 15**
- Written evidence type test: **week 17**

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).

Students who take the alternative assessment must attend the Juneda work sessions as well as the face-to-face sessions of the following blocks:

- Introduction to language learning in students of linguistic and cultural diversity: psycholinguistic bases and communicative approach to L2 teaching.
- Challenges for the educational inclusion of the gypsy community.

The evaluation consists on a final exam with a value of 70% and a workshop with a value of 30% of the final mark.

Bibliography

- Basil,C. and Puig De La Bellacasa, R. (1990). *Comunicación aumentativa*. Madrid: Inersor.
- 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://grecal.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.

OMPLEMENTARY

- 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.