



DEGREE CURRICULUM

EDUCATIONAL SUPPORT IN THE INCLUSION OF MINORITIES

Coordination: SANZO GALIAY, CLARA MARIA

Academic year 2023-24

EDUCATIONAL SUPPORT IN THE INCLUSION OF MI... 2023-24

Subject's general information

Subject name	EDUCATIONAL SUPPORT IN THE INCLUSION OF MINORITIES			
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	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
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 bases, influential variables, communicative approach to L2 teaching and new pedagogies for L2 learning.
- 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

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SESSION	MODALITY	CONTENT	PROFESSOR'S TASK
Week 1	Face to face	COURSE PRESENTATION	Oral presentation Creating groups of work
TRANSVERSAL	Face to face	PICTOS PROJECT	Guide in the process teaching and learning Recommend material reading Manage debates and reflection sessions
Weeks 2 -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

Evaluation

ASSESSMENT BLOCKS:

The evaluation is continuous, therefore, regular attendance in class and the preparation and delivery within the established dates of the tasks that are specified as "required" evaluation activities of the subject are mandatory to pass the subject. The assessment blocks and activities are:

BLOCK 1: Learning folder (10%)

- Assessment activity 1: cooperative group practices (Group activity): 5%
- Assessment activity 2: cooperative group practices (Group activity): 5%

BLOCK 2: Family work (15%)

- Assessment activity: Working with minority families (Group activity)

BLOCK 3: Written Test (50%)

- Assessment activity: multiple choice exam (individual activity)

BLOCK 4: Solving a case through the simulation of a CAD (25%)

- Assessment activity 1: Presentation of the case analysis (public oral presentation) (5%)
- Assessment activity 2: Intervention proposal according to the case (written report) (15%)
- Assessment activity 3: Final oral presentation (5%)

Requirements

- Actively participate through cooperative work inside and outside the classroom. The activities of blocks 1, 2 and 4 are cumulative in block 3.
- Block 3 is an essential requirement to pass the subject. It must be approved with a grade equal to or higher than 5. It can be fully recovered. The maximum recovery grade for this block is 5. Test-type questions will subtract from the overall grade of block 2.
- If you do not pass 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).
- The works 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 group work all members of the group will have the same mark.
- Works that are not submitted within the established deadline will be considered as not submitted and their grade will be 0.
- Attendance is mandatory at 80%.
- Attendance is also mandatory on Tuesdays from 12:00 to 14:00 when students are called to work sessions around the PICTOS project or any evaluation activity of blocks 1, 2 or 4 is carried out.
- 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 the continuous assessment.
- Linguistic and formal correction in written productions is an indispensable requirement (<http://www.fce.udl.cat/Recursos/guias/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.

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 and with consistency to the current assessment regulations.

EVALUATION FOR STUDENTS WITH ACREDITED WORK

(Condition: approval of the relevant commission for carrying out this single type of evaluation).

The assessment has two blocks:

BLOCK 1: Written work (30%)

- Assessment activity: written work

BLOCK 2: Written Test (70%)

- Assessment activity: test-type examination

Requirements:

General requirement: Students who take the alternative assessment must attend the sessions of the PICTOS project as well as the face-to-face sessions of the following blocks:

- DUA, 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 Roma community.

Requirement to overcome the activities of the two blocs:

- Both blocks must be passed with a 5 or higher.
- Both blocks are entitled to recovery

Bibliography

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OMPLEMENTARY

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