



Universitat de Lleida

DEGREE CURRICULUM
**INTERCULTURAL AND
INCLUSIVE EDUCATION**

Coordination: LLEVOT CALVET, NURIA

Academic year 2022-23

Subject's general information

Subject name	INTERCULTURAL AND INCLUSIVE EDUCATION			
Code	14457			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Psychopedagogy	1	OPTIONAL	Attendance-based
Course number of credits (ECTS)	5			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	2.5	2.5	
	Number of groups	1	1	
Coordination	LLEVOT CALVET, NURIA			
Department	PEDAGOGIA			
Teaching load distribution between lectures and independent student work	PRAULA 3,5 equivalent to teaching by to teaching staff and classroom work, face to face- TEORIA 1,5 equivalent to practical work, inside and outside the calssroom			
Important information on data processing	Consult this link for more information.			
Language	Catalan There will be some theoretical and practical seminars in Spanish			
Distribution of credits	The course has a total of 5 credits for the students. One part will consist of following the classes, face-to-face, given by the teaching staff. The rest will be based on the student's autonomous work to deepen the theoretical part and carry out practical work to consolidate knowledge.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BERNAD CAVERO, OLGA	olga.bernad@udl.cat	2,5	
LLEVOT CALVET, NURIA	nuria.llevot@udl.cat	2,5	Office 2.22 of the FEPTS For tutorials it is best to make an appointment.

Subject's extra information

Module 1. Speciality Psicopedagogical Guidance in Secondary Education

Learning objectives

- . Identify barriers and facilitators of inclusive education in the school that influence student development and education.
- . Design and implement organizational and methodological innovations in secondary education centers.
- . Develop and apply active pedagogical methodologies, adapted to the needs and cultural diversity of students.
- . Encourage attention to diversity and equal opportunities in the planning of specific educational actions and in the advice and guidance of education professionals.
- . Generate new ideas and identify opportunities for the development of specific projects and strategies for attention to diversity.
- . Design and implement measures to pay attention to diversity that guarantee the presence, participation and learning of all students.
- . Design and apply strategies to encourage the participation and involvement of families, and especially those of culturally diverse backgrounds.
- . Develop and apply mediation techniques for conflict management in order to improve the climate of coexistence in secondary schools.
- . Know how to select and use technological resources for inclusive purposes.

Competences

Specific Skills:

CE1. Diagnose and evaluate the educational needs of people, groups and organizations based on different methodologies, instruments and techniques, considering the singularities of the context in which the activity takes place.

CE2. Advise and guide education professionals, as well as socio-educational agents, in the organization, design, implementation and evaluation of teaching-learning processes and experiences, facilitating attention to diversity and promoting equal opportunities.

CE4. Design, implement and evaluate programs, projects ... to respond to the needs of specific people, organizations and / or groups.

CE6. Analyze, interpret and act in a manner consistent with educational policies arising from a dynamic and constantly evolving social context.

CE7. Motivate for innovation in social and educational intervention, taking into account the results of research in different areas.

General Competences:

CG1. Integrate the knowledge and advances of psychopedagogy in their professional performance, with a reflective and critical attitude, making decisions based on an analysis of problems, integrating knowledge and dealing with the complexity derived from incomplete information.

CG3. Be aware of beliefs and stereotypes about one's own culture and other cultures or groups and their implications for professional action, respecting individual, social and cultural differences.

CG5. Manage problems in new or little-known environments and in broader or multidisciplinary contexts, as well as generate processes of innovation and change.

CG6. Respect the fundamental rights of equality between women and men, the promotion of human rights and the values of peace and democratic values.

CG8. Use at least one foreign language.

Subject contents

1. International migrations and ethnic minorities.
2. Integration policies and processes.
3. Cultural diversity and education: concepts.
4. The inclusive education system and attention to cultural diversity.
 - 4.1. School and cultural diversity in Catalonia. Evolution, situation and future challenges.
 - 4.2. Cultural diversity in schools: discourses, policies and practices.
5. Curriculum and interculturality, strengths and weaknesses.
6. Stereotypes and prejudices regarding culturally diverse students and families.
7. Educational innovation regarding interculturality in secondary schools.

Methodology

The methodology will be participatory and will combine the following activities:

Theoretical sessions will address issues with lectures and guided debates to encourage reflection based on scientific readings that will be recommended in the classroom.

Practice sessions: case analysis, group dynamics, video forums... and others, in groups, to learn about programs and projects focused on cultural diversity and interculturality.

Attendance at a seminar to be held, on Wednesday 3 May 2023, on intercultural education and African art is

recommended.

Development plan

Week	Contents
1 (9th February)	Education 360 for educational equity. Experiences of a social educator in a school.
2 (16th February)	Presentation of the subject. Talk on "Unim Cultures".
3 (23 February)	Attention to diversity in Cameroon. Presentation of the book "No hay país para negros" by its author Oscar Kem
4 (2nd March)	Educational outing. Claver de Raïmat Centre (Lleida).
5 (9th March)	The Quebecois system and its intercultural reality. Reading articles.
6 (16th March)	Classrooms against poverty. Didactics of African art in monocultural education systems. Reading articles.
7 (23rd March)	Holiday for students.
8 (30th March)	Interculturality in Andorra.
9 (13 April)	Educational outing. Ciutat Jardí Centre (Lleida).
10 (20th of April)	Cultural diversity in China. Reading articles.
11 (27th April)	Holiday for students.
12 (Wednesday, May 3rd)	Seminar on African art and intercultural education.
13 (11th May)	Holiday in Lleida.
14 (18th May)	The school, an element of social and educational community involvement.
15 (25th May)	Psychopedagogical guidance in secondary education. Small group oral presentation.

Evaluation

The evaluation system will be based on the sum of these 4 evidences:

Participation in class dynamics 15% attendance/summary at the seminar on intercultural education and African art 10%.

Reading and opinion about a book: 25%

Reading and analysis of documents: 25%

Work 20% and exhibition 5%, in small group, of a practice.

There will be the possibility of a single assessment for students who combine studies and work taking into account the Regulations for the Assessment and Qualification of Teaching in the UdL Degrees and Masters. In this way, the student who wishes will have the right to renounce the continuous evaluation at the beginning of the course and take advantage of the modality of a single evidence of evaluation at the end of the subject. It will have to present an instance to Secretariat in fixed term and contribute the justifying documentation of labor activity and / or other personal situations. This modality includes a written test and to pass it the minimum mark will be of a 5.

The works carried out in the development of the subject will incorporate a bibliography and webography with a

minimum of 3 documents that come from books and / or magazines. Student productions must be original, plagiarism is reason enough to suspend the subject. An indispensable requirement is the linguistic and formal correction in the written productions following the guide of works that you will find in: <http://www.fce.udl.cat/Recursos/guiestreballs.pdf>

The works with more than 10 spelling errors or presented incorrectly they will be returned to the student for correction. These expressive errors or the incorrect presentation will have repercussions in the qualification of the matter. The Communication and Non-Sexist Language Guide of the Dolors Piera Center for Equal Opportunities and the Promotion of Women at the UdL must also be taken into account.

Bibliography

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Recommended webgraphy:

Aula intercultural, <https://aulaintercultural.org/>

Diversitat cultural i igualtat d'oportunitats a l'escola, <http://www.escueladiversa.com/capsulas-audiovisuales/>

Col.legi de Pedagogs de Catalunya, <https://www.pedagogs.cat/>

Fundació Jaume Bofill, <https://www.fbofill.cat/>