UAB
Universitat Autònoma de Barcelona

Diversity and Curriculum

Code: 42972
ECTS Credits: 9

Degree	Type	Year	Semester
4313754 Psychopedagogy	OB	0	1

Contact

Name: Pedro Jurado de los Santos

Email: Pedro.Jurado@uab.cat

Prerequisites

No requeriments

Use of languages

Principal working language: spanish (spa)

Objectives and Contextualisation

The Diversity and Curriculum module is a common module throughout the master. This module is intended that the student acquires an informed basis on the principles and the concept of diversity and how it is envisaged in curriculum development competency, taking into account the educational agents involved and collaborative processes established , to carry out psychoeducational intervention.

The objectives to be achieved in this module are:

Analyze the educational needs around student diversity.
Curriculum design and develop competencies to address diversity.
Identify collaborative processes between different educational agents to respond to an improvement in educational psychology intervention.

Skills

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- Analyse the organisation and functioning of schools in order to coordinate personal, academic and professional guidance for all pupils and the educational community.
- Continue the learning process, to a large extent autonomously
- Make effective, integrated use of information and communication technologies.
- Manage and engage educational teams to provide an appropriate response to the educational psychology needs of pupils, groups and organisations.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Learning outcomes

1. Analyse curricular proposals in order to facilitate attention to diversity and equality of opportunities within the framework of the plan for attention to diversity
2. Analyse the functionality of schools' organisational development.
3. Continue the learning process, to a large extent autonomously
4. Design actions that help to engage social and educational teams in attending to the varying educational needs of individuals and groups.
5. Draw up plans to coordinate schools, teaching staff, families and local educational services or organisations in order to offer integral educational guidance in line with the educational psychology assessments.
6. Know guidance systems and piscopedagógico advice.
7. Make effective, integrated use of information and communication technologies.
8. Set up and plan guidance and counselling programmes/services with the aim of optimising teaching-learning processes and the academic performance of secondary-school pupils.
9. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
10. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

1. Diversity in education. Homogenisation and heterogeneity at a school for diversity.

1.1. Homogeneity and heterogeneity in education.

1.2. Educational inclusion in response to student diversity.

2. The curriculum in response to the educational needs.

2.1. Common curriculum to differentiated curriculum. Principles for curriculum planning.

2.2. Analysis of educational needs regarding the diversity of students

2.3. Teaching and learning strategies to address diversity.

2.4. Programming competency to diversity.

3. Educational Quality and attention to the educational needs.

3.1. Managing diversity in the classroom.

3.2. Planning and working models in the classroom.

3.3. Forms of support and collaboration processes among educators.

4. Psychopedagogy professionals in educational attention to diversity. Creation of educational networks in response to the processes of inclusion.

Methodology

- Lectures and multimedia exhibitions.

- Exhibitions of works and monographs.

- Document Analysis.

- Work in cooperative groups.

- Collective or individual tutorials.

- Review of work and exercises in the classroom.

- Consultation and reading the recommended bibliography.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Focusing on the teacher	57	2.28	2, 1, 9
Type: Supervised			
Focusing on students	56	2.24	4, 5
Type: Autonomous			
Focusing on students	112	4.48	4, 5

Evaluation

- Attendance (10%)

- Portfolio (30%). The realization of the portfolio consists of analysis and reflection, based on predetermined reference on the subject in the module. It includes introduction, theoretical and practical body and conclusions.

- Making / Presentation of activities in class (20%)

- Self-evaluation of the student (5%)

- Theoretical and practical test (35%)

To overcome the module, you must have passed all the evidence. If the module is suspended, the student must enroll the module again in the next edition of the master. In this case, any notes of evidence will not be saved.

Throughout the evaluation process, the student will be oriented on the evidence to present, if necessary.

According to the regulations UAB, plagiarism or copying of any work or written test will be penalized with a 0 note of the evidence losing the possibility to recover it, whether it is an individual work and group (in this case, all members the group will have a 0).

Attendance at the sessions is compulsory, the student must attend a minimum of 80%. Otherwise the evaluation will correspond to a no-show.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance	10%	0	0	7, 3, 10
Making and presentation in class activities	20%	0	0	2, 1, 6, 4, 8, 5, 7, 3, 10
Portfolio	35%	0	0	2, 1, 6, 4, 8, 5, 7, 3, 9

Theorical and practical test	35%	0	0	2, 1, 6, 4, 8, 5, 9

Bibliography

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CASANOVA, MA (2009). Diseño curricular e innovación educativa. Madrid: La Muralla.

CASANOVA, M.A. y RODRÍGUEZ, H.J. (2009). La inclusión educativa, un horizonte de posibilidades. Madrid: Ed. La Muralla.

ECHEITA, G. (2011).). Educación para la inclusión o educación sin exclusiones. Madrid: Narcea S.A.

OLIVER, M.C. (2003): Estrategias didácticas y organizativas ante la diversidad. Dilemas del profesorado. Barcelona: Octaedro-EUB.

TARP, R. G. et al. (2002). Transformar la enseñanza: excelencia, equidad, inclusión y armonía en las aulas y las escuelas. Madrid: Edcs. Paidós Ibérica, S.A.