

Education in Contexts of Diversity

Code: 101636
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0
2500261 Education Studies	OT	4	0

Contact

Name: Cristina Laborda Molla
Email: Cristina.Laborda@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Angelina Sánchez Martí

Prerequisites

In this course there are not prerequisites.

Objectives and Contextualisation

This course is included in:

- Menció en "orientación educativa" of Pedagogy degree.
- Menció en "educación de niños y jóvenes" of Social Education degree.

It is an open course to all students who want to do it.

In our nowadays society, more and more diverse day a day, it is necessary that educational professionals have skills to facilitate pedagogical keys to be able to answer educational needs of different groups.

The educational objectives of the course are:

1. To promote educational inclusion as an essential reference to the current society.
2. To work the values according to an education respectful with an education sensible with the growing cultural diversity and any kind of special educational needs.
3. To design and apply educational processes that fulfill the needs and characteristics of heterogeneous groups

Competences

Social Education

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Respect the diversity and plurality of ideas, people and situations.

Education Studies

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop and coordinate educational interventions with individuals or groups with specific needs in situations of inequality or discrimination based on gender, class, ethnicity, age and / or religion.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Respect the diversity and plurality of ideas, people and situations.

Learning Outcomes

1. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
2. Design and implement educational measures to prevent discriminatory attitudes and actions.
3. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
4. Planning and developing educational interventions with a variety of individuals and groups.
5. Understand and respect diversity as a factor of educational enrichment.
6. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.

Content

1. Socioeducational evolution of diversity: From segregation to integration and from integration to inclusion.
2. Conceptualization of diversity in educational contexts.
3. Inclusion as the educational option of diversity.
4. Intercultural education as an answer to pluricultural societies.
5. Educative intervention in cultural diversity contexts.
6. Examples of good educational practices around diversity.

Methodology

Teaching and learning process will develop in the classroom. The involvement and participation of all students will be very important since the very first moment. There will be lectures opened to students' participation; in-class activities (study case, simulations, students presentations, and discussions)

Activities

Title	Hours	ECTS	Learning Outcomes
-------	-------	------	-------------------

Type: Directed

Lectures, students presentations, in-class activities (ex. case studies, videos)	45	1.8	1, 5, 6, 2, 3, 4
--	----	-----	------------------

Type: Supervised

Non presential work with guidelines	30	1.2	2, 4
-------------------------------------	----	-----	------

Type: Autonomous

Students own work	75	3	1, 5, 4
-------------------	----	---	---------

Assessment

Significant dates:

07/01/20 Written exam and 21/01/20 make-up exam. Oral presentations will be arranged first day of class.

The course evaluation will be done throughout the whole academic period, by means of the activities showed below.

Results obtained on each of the evaluation activities will be given to the students 20 days after their delivery as maximum, and will be posted on the *Campus Virtual*. Students have the right to do a review of the evaluation of their activities in a individual tutorial session with the professor, the 10th next days after the results date.

The final grade will be an average of the four activities with a minimum of a 5 on each of them. The course will be passed with a minimum of a 5. It is needed to do all the activities to pass the course.

To copy material, in any activity, implicates a 0 as a final grade.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation (individual and in group)	25%	0	0	1, 2, 4
Work group (in group)	30%	0	0	1, 5, 6, 2, 3, 4
Written exam (individual)	45%	0	0	1, 5, 6, 3

Bibliography

American Association of Intellectual and Developmental Disabilities (2011). *Discapacidad intelectual: definición, clasificación y sistemas de apoyo (undécima edición)* [Verdugo, M. A. (trad.)]. Madrid: Alianza.

Associació Catalana de Municipis (2016). Els Plans d'Inclusió Social. Concepte i guia d'elaboració, implementació i avaluació. Disponible a: http://www.acm.cat/sites/default/files/manual_uploads/acm/els_plans_dinclusio_social.pdf

Becerra, M. T., Lucero, M., i Montanero, M. (2017). ¿Cómo ayudan los compañeros de trabajo a los empleados con discapacidad intelectual? Una experiencia de coaching laboral en empleo con apoyo. *Revista Española de Orientación y Psicopedagogía* 28(1), 51-71. DOI: 10.5944/reop.vol.28.num.1.2017.19358

Besalú, X. (2016). *No som aquí per rendir-nos: La pulsio ètica de la pedagogia*. Capellades: Rosa Sensat.

- Caninas, J. i Carbonell, F. (2008). *Educació i conflictes interculturals: primum non nocere (Sobre tot no fer mal)*. Vic i Barcelona: Eumo Editorial i Fundació Jaume Bofill. Disponible a: <http://www.fbofill.cat/sites/default/files/474.pdf>
- Consell d'Europa (2008). Libro Blanco sobre el diálogo intercultural. Vivir juntos con igual dignidad. Estrasburg. Disponible a: https://www.coe.int/t/dg4/intercultural/Source/Pub_White_Paper/WhitePaper_ID_SpanishVersion.pdf
- Echeita, G. i Ainscow, M. (2011). La educación inclusiva como derecho. Marco de referencia y pautas de acción para el desarrollo de una revolución pendiente. *Tejuelo*, 12, 26-46. Disponible a: <https://mascvuex.unex.es/revistas/index.php/tejuelo/article/view/2497>
- Essomba, M. A. (2009). *Liderar escuelas interculturales e inclusivas: equipos directivos y profesorado ante la diversidad cultural y la inmigración*. Barcelona: Graó.
- European Union Agency for Fundamental Rights (2012). *Choice and control: the right to independent living experiences of persons with intellectual disabilities and persons with mental health problems in nine EU Member States*. Disponible a: <https://fra.europa.eu/en/publication/2010/fundamental-rights-persons-intellectual-disabilities-and-persons-mental>
- Fonseca, J. i Maiztegui-Oñate, C. (2017). Elementos facilitadores y barreras para la participación en proyectos comunitarios: un estudio de caso con población adolescente. *Pedagogía Social. Revista interuniversitaria*, 29, 157-170. Disponible a: <https://recyt.fecyt.es/index.php/PSRI/article/viewFile/54504/33117>
- Gifré, M. i Esteban, M. (2012). Consideracions educatives de la perspectiva ecològica de Urie Bronfenbrenner. *Contextos Educativos: Revista de Educación*, 15, 79-92. DOI: [10.18172/con.656](https://doi.org/10.18172/con.656)
- Gine, C. (30/10/2016). Diversitat Funcional? *La Vanguardia*. Recuperado de <http://www.lavanguardia.com/opinion/20161030/411436306890/diversidad-funcional.html>
- González, H. i Laborda, C. (2018). Contribuciones para el desarrollo profesional de las personas con discapacidad intelectual. A, León, M. J. i Sola Martínez, T. (Coord.), *XV Congreso Internacional y XXXV Jornadas de Universidades y Educación Inclusiva: Liderando Investigación y Prácticas Inclusivas* (pp. 875-882). Granada: Universidad de Granada.
- Laborda, C. y González, H. (2017). Estudio cualitativo sobre discapacidad intelectual y trabajo protegido. La orientación como herramienta para mejorar la calidad de vida. *Revista Española de Orientación y Psicopedagogía*, 28(3), 82-98. DOI: [10.5944/reop.vol.28.num.3.2017.21620](https://doi.org/10.5944/reop.vol.28.num.3.2017.21620)
- Milani, L. (2017). *Carta a una mestra. Alumnes de l'Escola de Barbiana*. Vic: Eumo.
- Morata, T. (2014). Pedagogia Social Comunitària: un model d'intervenció socioeducativa integral. *Educacio Social. Revista d'Intervencio Socioeducativa*, 57, 13-32.
- Pallisera, M., Fullana, J., Vilà, M., Valls, M. J., Díaz, G., i Castro M. (2018). Retos para la vida independiente de las personas con discapacidad intelectual. Un estudio basado en sus opiniones, las de sus familias y las de los profesionales. *Revista Española de Discapacidad*, 6 (I), 7-29. DOI: [10.5569/2340-5104.06.01.01](https://doi.org/10.5569/2340-5104.06.01.01)
- Peralta, F. i López, A. (2017). La autodeterminación de las personas con discapacidad intelectual: situación actual en España. *Revista CES Psicología* 7(2), 59-77. <https://www.redalyc.org/pdf/4235/423539424006.pdf>
- Sabariego, M. (2009). La educación intercultural como factor de cambio social: modelos de intervención y acción educativa. A, M.Esteban (Ed.), *El diálogo intercultural en España: un requisito de la educación y cultura de paz* (pp. 193-264). Madrid: MEC-CIDE.
- Soriano, E. (2008). *Educación para la convivencia intercultural*. Madrid: La Muralla.

Tarozzi, M. i Torres, C. A. (2016). *Global Citizenship Education and the Crises of Multiculturalism. Comparative perspectives*. London: Bloomsbury.

Verdugo, M. A., Schalock, R. L., Gómez, L. E., i Arias, B. (2007). Construcción de escalas de calidad de vida multidimensionales centradas en el contexto: la Escala GENCAT. *Siglo Cero*, 38, 57-72.