UAB
Universitat Autònoma de Barcelona

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Berta Llos Casadellà

Prerequisites

In this course there are not prerequisites.

Objectives and Contextualisation

This coure is included in:

- Mención en "orientación educativa" of Pedagogy degree.
- Mención 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:

22/12/20 written exam and 26/01/210 make-up exam. Oral presentations will be January 12,19 and 26.

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

Results obtained on each of the evaluation activites will be given to the students 20 days after their delibery 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 minimun 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.

NOTE: Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation (individual)	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

Bibliografia bàsica

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

Arellano, A. y Peralta, F. (2013). Autodeterminación de las personas con discapacidad intelectual como objetivo educativo y derecho básico: estado de la cuestión. *Revista Española de Discapacidad, 1 (1),* 97-117. doi: http://dx.doi.org/10.5569/2340- 5104.01.01.05z

Aznar, A. i González Castañón, D. (2012) Evoluciones y resistencias en los procesos de cambio institucinal: desarrollo de un modelo de análisis e intervención. *Psicologia, Conocimiento y Sociedad 2(1),* 149-169.
http://www.redalyc.org/pdf/4758/475847407007.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 Psicopedagogia 28*(1), 51-71. DOI: 10.5944/reop.vol.28.num.1.2017.19358

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

Bronfenbrenner, U. (1987). *Ecología del desarrollo humano. Cognición y desarrollo humano.* Barcelona: Paidós.
http://psicopedagogosrioiv.com.ar/wordpress%20colegio/wp-content/uploads/2017/07/la-ecologia-del-desarrollo-l

Caninas, J. i Carbonell, F. (2008). *Educació i conflictes interculturals: primun 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

COCEMFE i àrea de desenvolupament social i econòmic de l'Àrea Metropolitana de Barcelona (2017). *Estratègia metropolitana per al desenvolupament del model social de la discapacitat. Guió d'implantació dels plans d'accessibilitat.*
https://docs.amb.cat/alfresco/api/-default-/public/alfresco/versions/1/nodes/6a339d5c-c13e-4ad2-a245-dde4090c

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

DINCAT. Autogestors i autorepresentació. http://www.dincat.cat/ca/autogestors-i-autorepresentació_13139

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-

Fantova, F. (2016). Políticas sociales: comunidad 4.0. http://fantova.net/?p=1447

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

Generalitat de Catalunya. Dept. de Benestar Social i Família. (2015). *Document marc del programa per al desenvolupament de plans locals per a la inclusió social.* Col·lecció eines 19.
http://treballiaferssocials.gencat.cat/web/.content/01departament/08publicacions/coleccions/eines/ei