

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	1
2500261 Education Studies	OT	4	1

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

Jordi Prat Fernandez

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
2. Analyse a situation and identify its points for improvement.
3. Analyse a situation and identify points for improvement.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Communicate using language that is not sexist or discriminatory.
6. Design and implement educational measures to prevent discriminatory attitudes and actions.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
8. Identify situations in which a change or improvement is needed.
9. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
10. Planning and developing educational interventions with a variety of individuals and groups.
11. Propose new experience-based methods or alternative solutions.
12. Propose new methods or well-founded alternative solutions.
13. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
14. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
15. Propose projects and actions that incorporate the gender perspective.
16. Propose viable projects and actions to boost social, economic and environmental benefits.
17. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.

18. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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)

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures, students presentations, in-class activities (ex. case studies, videos)	45	1.8	1, 17, 6, 9, 10
Type: Supervised			
Non presential work with guidelines	30	1.2	6, 10
Type: Autonomous			
Students own work	75	3	1, 10

Assessment

Significant dates:

20/12/22 written exam and 17/01/23 make-up exam. Oral presentations will be October 11th and 18th.

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.

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, 3, 2, 17, 5, 6, 7, 9, 8, 10, 12
Work group (in group)	30%	0	0	1, 4, 2, 17, 5, 6, 9, 8, 10, 11, 12, 13, 14, 15, 16
Written exam (individual)	45%	0	0	1, 4, 17, 6, 7, 9, 10, 18, 15, 16

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Software

Not used in this course.