

Degree	Type	Year
4313754 Psychopedagogy	OB	0

Contact

Name: José María Sanahuja Gavalda

Email: josep.sanahuja@uab.cat

Teachers

Pedro Jurado de los Santos

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

No requirements

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 a psychoeducational intervention.

The objectives to be achieved in this module are:

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

Learning Outcomes

1. CA01 (Competence) Design activities that allow socio-educational teams to be active in educational institutions, taking account of the different individual and group educational needs.

2. KA01 (Knowledge) Recognise educational needs to be accommodated in the planning and development of the curriculum.
3. KA02 (Knowledge) Describe proposals for socio-educational inclusion, identifying the barriers and limitations.
4. KA03 (Knowledge) Critically interpret the principles, values and procedures that govern psycho pedagogical practice.
5. KA04 (Knowledge) Defend ways of assessing psychopedagogical projects and actions for improvement based on sustainability.
6. SA01 (Skill) Analyse the content of the curriculum with the aim of facilitating attention to diversity and equality of opportunities within the framework of the plan for attention to diversity.
7. SA02 (Skill) Analyse the organisational operation of educational centres, evaluating their functionality from an inclusive perspective.
8. SA03 (Skill) Draw up coordination plans with other educational centres, teachers, families and the other services, bodies or organisations to offer integrated educational guidance which takes diversity into account.

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Focusing on the teacher	57	2.28	KA02, KA03, SA01, SA02, KA02
Type: Supervised			

Focusing on students	56	2.24	KA01, KA04, SA01, SA02, KA01
Type: Autonomous			
Focusing on students	112	4.48	CA01, KA03, SA03, CA01

- 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.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Making and presentation in class activities	25%	0	0	CA01, KA01, SA01, SA02
Portfolio (with self-assessment)	35%	0	0	CA01, KA03, SA01, SA02, SA03
Theoretical and practical test	40%	0	0	KA01, KA02, KA03, KA04

The evaluation evidences are the following:

1. Portfolio (35%). The portfolio consists of an analysis and reflection, based on predefined references, on the subject taught in the module. It includes introduction, theoretical-practical body and conclusions. Individual. It will include self-evaluation.
2. Performance/Presentation of class activities (25%). Individual or group.
3. Theoretical-practical test (40%). Individual

In order to pass the module, it is necessary to have passed all the evidences.

Dates of interest:

Theoretical-practical test: 20 November.

Portfolio submission: 9 December.

Re-evaluation: 21 January.

Throughout the evaluation process, the student will be guided on the evidence to be presented, if it falls.

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

Attendance to the face-to-face sessions is compulsory, the student must attend a minimum of 80%. Otherwise the evaluation will correspond to a NP.

Students who have opted for the single assessment will carry out the following evidences in order to be assessed with the corresponding percentage: portfolio (35%), written test (40%) and practical (25%). The date of the assessment will be 20 November and the date of the re-evaluation will be the same as in the case of continuous assessment. The same re-evaluation system will be applied as for the continuous assessment. The revision of the final grade follows the same procedure as for continuous assessment.

Bibliography

Booth, T., & Ainscow, M. (2002). Índice de inclusión. Desarrollando el aprendizaje y la participación en las escuelas. UNESCO & CSIE. http://www.daemcopiapo.cl/Biblioteca/Archivos/INDICE_INCLUSION.pdf

Cabrerizo, J.; & Rubio, M. J. (2013). *Atención a la diversidad: teoría y práctica*. Pearson Prentice Hall.

Cantón, I. & Pino, M. (Coords) (2012). *Diseño y desarrollo del currículum*. Alianza

Casanova, M. A. (2009). *Diseño curricular e innovación educativa*. La Muralla.

Casanova, M.A. & Rodríguez, H. J. (2009). *La inclusión educativa, un horizonte de posibilidades*. La Muralla.

Colmenero, M.J., Pantoja, A., & Pegalajar, M.C. (2015). Percepciones del alumnado sobre atención a la diversidad en la formación inicial del profesorado de Educación Secundaria. *Revista Complutense de Educación*, 26(1), 101-120. https://doi.org/10.5209/rev_RCED.2015.v26.n1.42616

Diari Oficial de la Generalitat de Catalunya (2017). DECRET 150/2017, de 17 d'octubre, de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu. <https://dogc.gencat.cat/ca/document-del-dogc/?documentId=799722>

Echeita, G., Simon, C., Sandoval, M. & Monarca, H. (2013). *Como fomentar las redes naturales de apoyo en el marco de una escuela inclusiva: propuestas practicas*. MAD.

Florian, I. & Spratt, J. (2013). Enacting Inclusion: A Framework for Interrogating Inclusive Practice. *European Journal of Special Needs Education*, 28(2), 119-135. <https://doi.org/10.1080/08856257.2013.778111>

Mulholland, M., & O'Connor, U. (2016). Collaborative classroom practice for inclusion: perspectives of classroom teachers and learning support/resource teachers. *International Journal of Inclusive Education*, 20(10), 1070-1083. <https://doi.org/10.1080/13603116.2016.1145266>

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

Tarp, R. G. et al. (2002). *Transformar la enseñanza: excelencia, equidad, inclusión y armonía en las aulas y las escuelas*. Paidós Ibérica.

Software

Not required.

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.

PROVISIONAL