

Education in Contexts of Diversity

Code: 101636

ECTS Credits: 6

2025/2026

Degree	Type	Year
Social Education	OT	3
Social Education	OT	4
Education Studies	OT	4

Contact

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Teaching groups languages

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

Prerequisites

In this course there are not prerequisites.

Objectives and Contextualisation

This course 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

- 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.

Activities and Methodology

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

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Practical paper, with free chosen topic (written and groupal)	30%	0	0	1, 3, 2, 17, 5, 6, 7, 9, 8, 10, 12
EV2: In class group presentation (oral and individual)	20%	0	0	1, 4, 2, 17, 5, 6, 9, 8, 10, 11, 12, 13, 14, 15, 16
EV3: Written exam (individual)	50%	0	0	1, 4, 17, 6, 7, 9, 10, 18, 15, 16

Continuos Assessment:

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

	Assessment activities	%
13/01/26	EV3: Test (written and individual)	50%
18/11/25	EV 1: Free topic practical paper (written and grupal)	30%
14 i 21/10/25	EV 3: In class presentation (oral and individual)	20%

Reassessment will be on January 27th,2026. It will be based on repeating the failed activity.

All assessments must be passed with a minimum score of 5 in order to achieve an average mark. If any of the sections (either failed or marked as "Not Presented") are not passed, it will be considered that the minimum requirements have not been met, and the course will be failed with the corresponding grade of the failed section.

To pass this course, students must demonstrate good general communicative competence, both oral and written, and a solid command of the language(s) used in the course, as specified in the syllabus.

Results obtained on each of the evaluation activities will be published on the virtual campus 20 days after their delivery as maximum, and will be posted on the *Campus Virtual*. A review date must be offered within 10 days of the publication of results.

Artificial Intelligence (AI) tools are allowed as part of the course project development, provided that the final result reflects a significant contribution from the student, including personal analysis and reflection. Students must clearly identify which parts were generated using AI, specify the tools used, and include a critical reflection on how these tools influenced the process and final outcome. Lack of transparency in the use of AI will be considered a breach of academic integrity and may result in a penalty of the 0 in the activity.

According to UAB regulations, plagiarism or copying of any work or written test will result in a grade of 0 for the entire course, with no opportunity to retake it—whether the work was individual or group-based (in which case, all group members will receive a 0). If, during an individual in-class assignment, the instructors determine that a student is attempting to cheat or is found with unauthorized documents or devices, the student will receive a 0 with no possibility of recovery, thereby failing the course.

Single Assessment

It will be individual for all activities. The same assessment activities as for continuous assessment must be submitted by January 13th, 2026. The resit will be held on January 27th 2026.

This course does not include a Synthesis Assessment.

Bibliography

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Software

Not used in this course.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan	first semester	morning-mixed