

Differences and Inclusion

Code: 102083
ECTS Credits: 5

2025/2026

Degree	Type	Year
Primary Education	FB	3

Contact

Name: David Duran Gisbert

Email: david.duran@uab.cat

Teachers

Ester Miquel Bertran

Elisabet De las Heras Barnadas

Marta Flores Coll

Teaching groups languages

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

Prerequisites

Differences and Inclusion is a subject that does not involve any requirement in principle. However, the competencies and methodology of the subject involve an active attitude of the students, it means, an active participation in class, a predisposition for conceptual shifts, the previous reading of some articles and cooperative attitude to work in cooperative teams. Furthermore, the knowledge learned in Learning and Development I and II subjects will facilitate the comprehension of the contents.

Objectives and Contextualisation

Differences and Inclusion is part of the Basic Course: Learning and Personality Development (Ordre Ministerial ECI/3857/2007). This is a basic and compulsory course, which is related with the basic courses of the context of Social and Juridical Sciences: Education and Psychology. The course involves 15 ECTS credits, distributed in three compulsory subjects, of 6, 4, and 5 credits respectively: Learning and Development I; Learning and development II, and *Differences and Inclusion*. Each subject lingers one semester and they are taken at the second and third year course of the Bachelor studies.

Differences and Inclusion is a basic course of 5 credits within the Bachelor studies of Primary Education. Together with the rest of the courses of the studies, especially the courses of pedagogy, sociology, and specific didactics, it is orientated towards professionalization of students. Its objective is to help construct criteria to analyse and comprehend the educative school practices and to develop skills to design and implement the teaching practice to attend to diversity. It means situations that entail special support needs.

Learning Objectives:

1. Potentiate the capacity of placing oneself in the transformation process towards inclusive education.
2. Understand the concepts entailed in the attention to diversity.
3. Know, understand, and respect the individual characteristics as a result of biological, psychological, cultural, and social factors. So as to emphasize the maximum level of development of all children with no discrimination
4. Know to build and apply criteria to answer to the educative needs, through methodologies that promote the participation and learning of all students.
5. Understand the need of cooperation among the different subjects (professionals, family, community), implicated in the educative task.
6. Develop a methodology to work in class that eases the participation, the cooperative work, and the relation among the theory and the practice.

Competences

- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Identify learning difficulties, report them and help to deal with them.
- Identifying and planning the resolving of educational situations affecting students with different abilities and different learning paces.
- Know and apply information and communication technologies to classrooms.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Assessing the existence and the need to identify barriers to learning and the participation that students can find during the process of teaching/learning, as well as the support and resources that can be used to overcome them.
2. Assessing the value of interaction among equals, in order to understand the basis of peer learning as a process of reflection, and at the same time helping to foster autonomy.
3. Assessing the value of teamwork among teachers and other professionals in identifying, assessing and responding to the educational needs of children and producing as part of a team throughout the subject.
4. Design didactic-organizational strategies according to the needs and characteristics of pupils, encouraging attention to diversity (cooperative learning, shared teaching, etc).
5. "Develop positive attitudes towards intervention for the development of all people whatever their personal characteristics; towards interaction with family members, cooperation in professional teams and socio-educational institutions."
6. Displaying a positive attitude in recognising the importance of taking part in the process of transforming into the inclusive school, as a constant goal of teaching and throughout the teacher's professional life.
7. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.

8. "Identifying attitudes and educational practices that aid the adaptation to change and improved teaching (embracing a conception of the social model of the learning difficulties, in a constructivist conception of teaching/learning;) and in the constant development of the capacity for collaboration between teachers)."
9. Know about instruments (such as the Index for Inclusion) that enable identification of barriers to learning and participation, and provide elements to improve educational practice that directly impact on the presence, participation and achievement of all pupils, regardless of their individual characteristics.
10. Know and appreciate the different types of permanent teacher training, both formal and informal, to foster inclusion.
11. Knowing how to build and apply criteria for intervening and responding to educational needs, using methodologies that promote the participation and learning of all the students.
12. Propose new methods or well-founded alternative solutions.
13. Recognising that individual characteristics result from the interaction between biological, psychological, cultural and social factors, and respecting this, in order to promote the full development of all children without discrimination.
14. "Recognising the common essential characteristics of the main educational singularities (sensory, motor and intellectual disabilities; behavioural disorders and those of relating; social and cultural inequalities; difficulties in oral and written language) and educational response criteria."
15. Reflecting on the experiences of professional practice in the classroom in a critical and constructive way, in the light of the content worked with.
16. Seek information, organize it and present it in class using technologies for learning and knowledge resources.
17. Understand and apply the concepts underlying attention to diversity to adapt teaching activities to the children's educational needs.
18. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

Content

1. Differences

- 1.1 Personal, social and cultural diversity.
- 1.2 Differences in school education: problems and challenges.

2 Inclusion

- 2.1. From integration to inclusion.
- 2.2 Key Concepts in inclusive education: process, barriers for participation and learning, support.
- 2.3. International, State and national regulations

3 Schools toward inclusion

- 3.1 Factors that determine process of inclusion.
- 3.2 planning, implementation and improving inclusive plans.
- 3.3. Participation of the school community.

4. Inclusive response in the classroom

- 4.1 Strategies for inclusion; planning for all, diversity of activities and assistance, adjusted assessment.
- 4.2 Supports to the inclusion: peer learning, co-teaching and community involvement.

5. Conditions that can behave special needs

5.1. Conditions of social risk, disability, behavioural problems, high abilities and learning difficulties.

5.2 Psychopedagogical evaluation and participation and learning plans.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presential work in whole and half group	38	1.52	16, 5, 14, 13
Type: Supervised			
Group supervision	22	0.88	16, 5, 14, 13
Individual final test	3	0.12	
Type: Autonomous			
Autonomous work individual or in groups	62	2.48	16, 5, 14

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

There will be a directed work in two different formats. On the one hand, a presential or face-to-face work in large group where the subject and general content will be presented by the Professor. This space is also used for the presentation by students of their works. It takes place with all the group class.

In other sessions, there will be a split-up class with two workspaces (1/2 of the large group) supervised by the teacher and where will be held the explanation of the main contents through an open and active participation by students, through document analysis, resolution of cases or activities.

An autonomous work by the student is also expected. through theoretical readings of texts, preparation of tests, preparation and analysis of cases, activities and optional tutorials, both individual and collective. This space will also be dedicated to research, analysis and evaluation of information about the Monography.

Finally, a supervised work in group or individually, if it is necessary will take place in order to follow-up and resolve problems during the elaboration of the different evaluative activities.

Except for specific activities proposed by the teaching staff, students must refrain from using any type of artificial intelligence technologies, tools and systems or others that may lead to fraud in the academic activities they carry out. Failure to do so may result in suspending evidence. Specific validations may be carried out to guarantee authorship and the acquisition of competences in the event of suspicion of academic fraud.

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
Free deaph work	can tune the final not from 0 to 2 points	0	0	16, 5, 4, 6, 11, 3
Group Monography	25%	0	0	16, 18, 5, 12, 14, 15, 11, 3, 1
Group porfolio	25%	0	0	17, 10, 9, 5, 4, 8, 7, 6, 14, 13, 3, 2, 1
Individual final test	50%	0	0	17, 9, 4, 6, 14, 13, 11, 3, 2, 1

Assessment

Assessment is the tool that collects both the process and the results of learning.

Assessment will consist of class attendance and assessment activities.

Requirements for passing the course.

Attend a minimum of 80% of classes. The average of the three assessment-activity grades will be applied on passing the individual test.

Portfolio/critical review of class content (25% of final grade). In this Portfolio students critically review the contents worked on throughout the course (opinions, doubts, controversies, content that has been studied more fully, literature reviews, connection with the internship or with students' own experience, etc.). Additionally, activities carried out throughout the course must also be included in this portfolio. Two submissions of work are required, one in the middle of the course (12,5%); the other at the end (12,5%). The final submission alone will be subjected to a quantitative assessment. A consultation and monitoring system will be established for this purpose.

The Monograph. Original-work activity (25% of final grade). Research, analysis and assessment of information collected at a school. The task will be orally presented in class and a final written document will also be submitted. A consultation and monitoring system will be established for this purpose. Submission at the end of semester,

Individual final test. Students will have to demonstrate comprehension of the basic contents of the course (50% of final grade). Drafting the Portfolio should facilitate consolidating the knowledge to be assessed in this test. It takes place on the week after the oral Monograph oral presentation.

The deadline for returns, returns or grading of the evaluation activities will be made in a period not exceeding 20 working days of the academic calendar.

In order to establish the average grade for all the activities, a minimum score of 5.0 is required for all the assessment activities, and session attendance must be at least 80%. When a student has not submitted the evidence corresponding to the teamwork and, consequently, cannot take the individual test, he or she will be considered Not Assessed.

All forms of plagiarism in any assessment activity and/or copying in an exam are reasons for being awarded an immediate fail grade.

Students who do not pass the individual test, but have passed the team evidence, will have the option of a retake by a test. It will take place between 29/6 to 3/7, depending on the group. Details of this will be announced. The results of the retake exam -which takes place the first week of July- will be "pass" or "fail". In case of being passed, the final individual test score will be 5, and the rest of group qualifications will be applied to get the final qualification.

This subject includes activities for the development of Teaching Digital Competence, both in the portfolio, and in the presentation of the Monography that includes infographics and presentation.

Single assessment. Although the single assessment is not recommended due to the characteristics of the course, students must apply for it before the deadline set by the secretary's office. The single assessment requires class attendance, test and the submission of the compulsory evidence (Portfolio and Monograph), which will be individual and will be presented on the day of the individual test, which will take place between 16 to 20/6, depending on the group. The same weights will be applied to each activity, the same retake system and the same procedure for the revision of the final grade as for the continuous assessment.

The student who enrolls for the second time in the subject, and who has passed the team evidence in the previous year with a minimum of 7, with prior agreement with the teacher, will be able to take the synthesis test that will consist of the final individual test.

Bibliography

Ainscow, M. (2001). *Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares*. Narcea.

Ainscow, M. (2025). *Un giro inclusivo a la equidad*. Narcea.

Albertí, M. i Romero, L. (2010). *Alumnado con discapacidad visual*. Graó.

Alegret, J.; Castany, E. i Sellàrès, R. (2010). *Alumnado en situación de estrés emocional*. Graó.

Alsina, G., Saumell, C., i Arroyo, À. (2011). *Alumnado con dificultades de regulación del comportamiento (I). Infantil y primaria (Vol. I)*. Graó.

Arnaiz, P. (2003). *Educación inclusiva: una escuela para todos*. Aljibe.

Bassedas, E. (2010). *Alumnado con discapacidad intelectual y retraso del desarrollo*. Graó.

Booth, T. i Ainscow, M. (2002). *Index for Inclusion*. Bristol: Centre for Studies on Inclusive Education. (2005) *Índex per a la inclusió. Guia per a l'avaluació i millora de l'educació inclusiva*. ICE-UB.

Carbonell, E. (2024). *Aprendent a veus. Un segle d'educació diferenciada*. Associació de Mestres Rosa Sensat.

Bolea, E. i Gallardo, A. (2010). *Alumnado con dificultades de regulación del comportamiento*. Graó.

Cardona, C. (2005). *Diversidad y educación inclusiva*. Pearson.

Cardona, C.; Gomar, C. Palmés, C. i Sadurní, N. (2010). *Alumnado con pérdida auditiva*. Graó.

Duran, D. (2016). *Aprendençar. Evidències i implicacions educatives d'aprendre ensenyant*. Horsori.

Duran, D. (Coord.), Flores, M., Oller, M., Corcelles, M., Miquel, E., i Blanch, S. (2018). *Llegim i escrivim en parella: Tutoria entre iguals, amb implicació familiar, per a la competència comunicativa*. Horsori.

Duran, D.; Giné, C. i Marchesi, A. (2010). *Guia per a l'anàlisi, la reflexió i la valoració de practiques inclusives*. Generalitat de Catalunya.

Duran, D. i Monereo, C. (2021). *Entramat. Mètodes d'aprenentatge cooperatiu i col·laboratiu*. Horsori.

Echeita, G. (2019). *Educación inclusiva. El sueño de una noche de verano*. Octaedro.

Echeita, G. (2006). *Educación para la inclusión o educación sin exclusiones*. Narcea.

Echeita, G. i Verdugo, M. A. (2004). *La Declaración de Salamanca sobre Necesidades Educativas especiales 10 años después. Valoración y Perspectiva*. Inico.

Flores, M., Duran, D., i Albarracín, L. (2016). *(En)Raonem en parella. Tutoria entre iguals per a la resolució cooperativa de problemes quotidians*. Horsori.

Giné, C. (coord.) (1996). *Trastorns del desenvolupament i Necessitats Educatives Especials*. UOC. / *Intervenció psicopedagògica en els transtorns del desenvolupament*. Edició del 2000.

Giné, C.; Duran, D.; Font, J.; Miquel, E. (coord.) (2020). *L'educació inclusiva. De l'exclusió a la plena participació de tot l'alumnat*. Horsori.

Gispert, D. i Ribas, L. (2010). *Alumnado con dificultades en el aprendizaje de la lectura*. Graó.

Gonzalez, R.M. i Guinart, S. (2010). *Alumnado en situación de riesgo social*. Graó.

Guirado, A. i Martínez, M. (2011). *Alumnado con altas capacidades*. Graó.

Herrero, P. (2021). *Guia de llenguatge inclusiu en el tractament de persones amb discapacitat*. Generalitat de Catalunya. Departament de Cultura. Direcció General de Política Lingüística

Hortal, C. (coord.) (2011). *Alumnado con trastorno del espectro autista*. Graó.

Huguet, T. (2006). *Aprender junts a l'aula. Una proposta inclusiva*. Graó.

Oller, C. i Colomé, E. (2010). *Alumnado de otras culturas*. Graó.

Macarulla, I. i Saiz, M. (2009). *Buenas prácticas de escuela inclusiva. La inclusión de alumnado con discapacidad: un reto, una necesidad*. Graó.

Marchesi, A. i Martín, E. (1998). *Calidad de Enseñanza en tiempos de cambio*. Alianza.

Marchesi, A. Coll, C. i Palacios, J. (2001). Desarrollo psicológico y educación. 3. Trastornos de desarrollo y necesidades educativas especiales. Alianza Editorial.

Martínez, M. i Guirado, A. (2012). *Altas capacidades intelectuales*. Graó.

Ministerio De Asuntos Exteriores y Cooperación (2010). *La Convención Internacional de Naciones Unidas sobre los Derechos de las personas con Discapacidad vista por sus protagonistas*. Down España.

Monereo, C.; Castelló, M.; Bassols, M.; Miquel, E. (1998) *Instantàries. Projectes per atendre la diversitat*. Edicions 62.

Moya, A. (2002). *El profesorado de apoyo*. Aljibe.

Puigdellívol, I.; Petreñas, C.; Siles, B. i Jardí, A. (eds.). (2019). *Estrategias de apoyo en la escuela inclusiva*. Graó.

Pujolàs, P. (2003). *Aprender junts alumnes diferents*. Eumo.

Rosell, C.; Soro-Camats, E. y Basil, C. (2010). *Alumnado con discapacidad motriz*. Graó.

Saumell, C.; Alsina, G. y Arroyo, A. (2011). *Alumnado con dificultades de regulación del comportamiento*. Graó.

Sellarès, R., Alegret, J., i Castanys, E. (2010). *Alumnado en situación de estrés emocional*. Graó.

Stainback, S. i Stainback W. (1999). *Aulas inclusivas*. Narcea.

Topping, K., Buchs, C., Duran, D., i Van Keer, H. (2017). *Effective peer learning: From principles to practical implementation*. Routledge.

Topping, K., Duran, D., i Van Keer, H. (2015). *Using Peer Tutoring to Improve Reading Skills*. Routledge.

Torrego, J. C. y Negro, A. (2017). *Aprendizaje cooperativo en las aulas*. Alianza editorial.

Urmelena, M. (2010). *Alumnado con problemas de salud*. Graó.

Revistes:

Boletín del Real Patronato de Prevención y de Atención a Personas con Minusvalía. Madrid.

Journal of Inclusive Education. London: Routledge

Revista de l'Associació Catalana d'Atenció Precoç (ACAP). Barcelona

Revista de Educación Especial. Salamanca. Amarú.

Revista de Educación Inclusiva. Universidad de Jaén.

Revista Española de Síndrome de Down. Santander: Fundación Síndrome de Down.

Revista Internacional de Educación Inclusiva. Chile. Siglo Cero. Madrid: FEAPS.

Suports. Revista Catalana d'Educació inclusiva i Atenció a les diversitats. Vic: EUMO.

Enllaços web:

<https://xtec.gencat.cat/ca/curriculum/diversitat-i-inclusio/>

<https://www.edu365.cat/>

<http://www.csie.org.uk/>

<https://www.unesco.org/es/education/inclusion>

Software

There is no particular software.

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
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(SEM) Seminars	411	Catalan	second semester	afternoon
(SEM) Seminars	412	Catalan	second semester	afternoon

(SEM) Seminars	711	English	second semester	afternoon
(SEM) Seminars	712	English	second semester	afternoon
(TE) Theory	21	Catalan	second semester	morning-mixed
(TE) Theory	31	Catalan	second semester	morning-mixed
(TE) Theory	41	Catalan	second semester	afternoon
(TE) Theory	71	English	second semester	afternoon