

## Diversity and Curriculum

Code: 42972  
ECTS Credits: 9

**2025/2026**

Degree	Type	Year
Psychopedagogy	OB	1

### Contact

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### Teachers

Pedro Jurado de los Santos

### Teaching groups languages

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

### Prerequisites

No requierments

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

- 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, SA03
Portfolio (with self-assessment)	35%	0	0	KA02, KA03, KA04, SA01
Theoretical and practical test	40%	0	0	KA01, KA02, KA03, SA01, SA02

#### Continuous assessment:

The continuous assessment evidence includes the following:

- Portfolio (35%). The portfolio involves an analysis and reflection based on predefined references regarding the subject matter taught in the course. Individual work. It must include a self-assessment. Submission deadline: December 9.
- Completion/Presentation of in-class activities (25%). Individual or group work.
- Theoretical-practical exam (40%). Individual work. Date: November 20.

#### Single assessment:

Students who opt for the single assessment will be evaluated based on the following evidence and corresponding percentages: portfolio (35%), written exam (40%), and practical activities (25%). Date: November 20.

#### Resit:

The assessment components that can be resat are the portfolio and the theoretical-practical exam. The resit date for both continuous and single assessments is January 21.

#### Important considerations:

- To pass the course, students must pass all components of the assessment.
- Students must attend at least 80% of the course sessions. Otherwise, the course will be marked as Not Assessable, as the student will not have contributed the required in-class activities. If the absence is justified, the instructor will look for ways for the student to complete the activity.
- Feedback, returns, or grades for assessment tasks will be provided within a maximum of 20 working days.

- From the second enrollment onwards, students may choose to take a synthesis exam, which will consist of a portfolio and a theoretical-practical exam. In this case, the final course grade will correspond to the grade of this synthesis exam.
- The use of Artificial Intelligence (AI) technologies is not allowed in any part of this course. Any work containing AI-generated content will be considered academically dishonest and may be penalized. If AI use is detected, the assessment will receive a grade of zero.
- According to UAB regulations, plagiarism or copying of any assignment or written exam will be penalized with a grade of 0 for the entire course, without the option of resitting it. This applies to both individual and group work (in the latter case, all group members will receive a 0).
- Students must demonstrate professional behavior: active listening, respect, participation, empathy, punctuality, critical thinking, and appropriate use of electronic devices, among others. The course is based on the ethical principles of the profession.
- It is recommended to ensure that sources, notes, direct quotes, and bibliographic references are correctly formatted according to APA standards, as summarized in the UAB guide:  
[https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf)

## Bibliography

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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 Educacion*, 26(1), 101-120. [https://doi.org/10.5209/rev\\_RCED.2015.v26.n1.42616](https://doi.org/10.5209/rev_RCED.2015.v26.n1.42616)

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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.

## 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
(TEmRD) Teoria (màster RD)	1	Catalan/Spanish	first semester	afternoon