

Degree programme	Type	Course
Social Education	OP	3
Social Education	OP	4
Education Studies	OP	4

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

In this course there are not prerequisites.

Objectives

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

Learning outcomes

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

Contents

1. Principles of Diversity

1.1. Inclusion as a global framework of reference

1.2. Empowerment

1.3. Self-determination

1.4. Active participation

2. Frameworks for Socio-Educational Action in Diversity

2.1. Community Social Pedagogy Model

2.2. Socio-ecological model: a comprehensive approach

2.3. Multidimensional model of quality of life

3. Education in the Context of Disability

3.1. A new vision of disability: the social model of disability

3.2. Prioritization of learning in curriculum development

4. Education in the Context of Other Types of Diversity

4.1. Epistemological approaches to sociocultural diversity: ethnocentrism and otherness

4.2. The social construction of gender

4.3. Regulatory and reference framework

4.4. Interculturality, gender, and social cohesion: key elements to consolidate intercultural education from an intersectional perspective

4.5. Reference educational practices

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lectures, students presentations, in-class activities (ex. case studies, videos)	45	1.8	1, 2, 3, 4, 5
Students own work	75	3	3, 5
Non presential work with guidelines	30	1.2	3, 4

The teaching-learning process will take place in the classroom, with continuous input and involvement from the students.

Face-to-face activity (45 hours):

Lectures by the teaching staff on the most relevant thematic points, with open and active student participation.

Student presentations, classroom activities (case studies, viewing and discussion of videos), group work, and reflections on current articles.

Supervised activity (30 hours):

Non-classroom guided work, based on guidelines and instructions provided by the teaching staff.

Autonomous activity (75 hours):

Independent student work to acquire and deepen the knowledge and competencies specific to the course.

Assessment activity (10 hours):

Work aimed at evaluating the level of achievement of the developed competencies.

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

Continuous assessment activities

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

Continuos Assessment:

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

Due dates	Assessment activities
12/01/27	EV3: Test (written and individual)
17/11/26	EV 1: Free topic practical paper (written and grupal)
06 and 13/10/26	EV 3: In class presentation (oral and individual)

Reassessment will be on January 19th, 2027. 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. A minimum of 2/3 parts of the evaluation activities must be submitted, if not the final mark will be "not assessable".

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. Concrete validations will be conducted to guarantee authorship and the acquisition of competencies in cases of suspected academic fraud. 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 12th, 2027. The resit will be held on January 19th 2027.

This course does not include a Synthesis Assessment.

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Software

Not used in this course.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	4	Catalan	first semester	morning-mixed