

| Degree programme | Type | Course |
|------------------|------|--------|
| Psychopedagogy   | OB   | 1      |

### Contact lecturer

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### Teaching staff

Pedro Jurado de los Santos

### Group languages

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

### Prerequisites

No requeriments

### Objectives

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

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

socio-educational teams to be active in educational institutions, taking account of the different individual and group educational needs.

- KA01 (Recognise educational needs to be accommodated in the planning and development of the curriculum.) Recognise educational needs to be accommodated in the planning and development of the curriculum.
- KA02 (Describe proposals for socio-educational inclusion, identifying the barriers and limitations.) Describe proposals for socio-educational inclusion, identifying the barriers and limitations.
- KA03 (Critically interpret the principles, values and procedures that govern psycho pedagogical practice.) Critically interpret the principles, values and procedures that govern psycho pedagogical practice.
- KA04 (Defend ways of assessing psychopedagogical projects and actions for improvement based on sustainability.) Defend ways of assessing psychopedagogical projects and actions for improvement based on sustainability.
- SA01 (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.) 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.
- SA02 (Analyse the organisational operation of educational centres, evaluating their functionality from an inclusive perspective.) Analyse the organisational operation of educational centres, evaluating their functionality from an inclusive perspective.
- SA03 (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.) 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.

## Contents

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.

## Learning activities and methodology

| Title                   | Hours | ECTS | Learning outcomes      |
|-------------------------|-------|------|------------------------|
| Focusing on students    | 112   | 4.48 | KA01, KA04, SA01, SA02 |
| Focusing on the teacher | 57    | 2.28 | KA02, KA03, SA01, SA02 |
| Focusing on students    | 56    | 2.24 | CA01, KA03, SA03       |

- 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

### Continuous assessment activities

| Title                                       | Weight | Hours | ECTS | Learning outcomes            |
|---------------------------------------------|--------|-------|------|------------------------------|
| Portfolio (with self-assessment)            | 35%    | 0     | 0    | KA02, KA03, KA04, SA01       |
| Making and presentation in class activities | 25%    | 0     | 0    | CA01, KA01, SA01, SA02, SA03 |
| 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. The activities will be carried out throughout the course, and the final piece of evidence will be submitted on November 17.
- Theoretical-practical exam (40%). Individual work. Date: November 24.

#### 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 an oral exam where the submitted practical activities will be defended (25%). Date: November 24.

#### Resit (Recovery):

Students who have been assessed through a set of activities whose weight is equivalent to at least two-thirds of the total grade for the course are entitled to a resit assessment. 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 26.

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.
- For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in bibliographic or information searches, proofreading or translations and other specific situations in which it is considered. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how they have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and the evidence will be rated with a 0, with no option to recover.
- 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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## Software

Not required.

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