

26612 - Evolutionary Processes and Diversity

Syllabus Information

Academic year: 2023/24

Subject: 26612 - Evolutionary Processes and Diversity

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 2

Semester: First semester

Subject type: Compulsory

Module:

1. General information

The subject is intended for teachers to learn about the diversity of the students they will encounter in the 6 to 12 years old stage.

Diversity in terms of personal and developmental characteristics: sensory, motor, behavioral, cognitive; school learning, socio-cultural and contextual, also taking into account the consequences of this diverse development in the school learning. Thus, the teacher must know how to work with these diverse students, compensating the effect of their difficulties, enabling them and promoting their optimal development and autonomy.

The approach and goals of this subject are aligned with the following Sustainable Development Goals (SDGs) of the agenda 2030 of the United Nations (<https://www.un.org/sustainabledevelopment/es/>):

* Goal 3: Health and Wellness.

* Goal 4: Quality Education.

* Goal 5: Gender Equality.

* Goal 10: Reduction of Inequalities

2. Learning results

1. -Understands the concept of developmental process and diversity in the classroom, establishes some of the elements that define it and knows how to apply the concept of special educational needs within the legislative context of reference.

2. -Knows how different biological, psychological and social disabilities affect the development of boys and girls and their influence in the school environment, taking into account, especially, developmental aspects.

3. -Identifies students with specific educational support needs (ACNEAE) and analyzes their evolution from the personal, family and educational conditions that appear in each case.

4. -Develops skills, attitudes and abilities that allow him/her to interact actively and positively with all students and to be a mediator in their social and educational integration.

5. -Potentiates and develops teamwork skills focused on the school environment, in such a way as to favour the work between the different professionals who intervene in the context of care for children with specific educational support needs, thereby promoting the real integration of these students in the classroom and in the centre.

3. Syllabus

It includes the study of the diversity of characteristics and educational needs that can present in their development the ACNEAE in the primary stage, attending to the understanding of environmental and biological factors, and to the basic principles of detection, evaluation and psycho-pedagogical intervention. Highlighting the needs associated with:

Specific learning difficulties: reading, writing and arithmetic. Attention deficit disorder with or without hyperactivity.

Language and communication disorders.

Difficulties due to personal conditions or school history. Late incorporation into the educational system.

High capabilities.

Special educational needs associated with sensory, motor or intellectual disabilities. Severe behavioral disorders.

Autism spectrum disorders

Other mental or developmental disorders.

4. Academic activities

The methodology is based on active learning based on the case methodology, cases based on real situations adapted for teacher training, which allow to place the theoretical aspects of the subject from its application in real situations, situations that through this methodology allow an active, open and actively constructed approach by the students. In the English group (Faculty of Education), this methodology has some adjustments, basing the itself on the inverted classroom model and the elaboration of group products. The combination of small group work, large group work, self-assessment and co-assessment allows diversifying the focus of the cases and expanding peer interaction as a basic element of their learning.

Most of these activities are carried out during the course in large group and small group and allow to manage and regulate the student's activity, as well as to obtain performance feedback. The activities are completed with theoretical presentations by teachers and participation in other activities outside the classroom adapted to the center and the timetable (talks, visits to centers, group case designs).

5. Assessment system

The evaluation of the student will be mixed, with evaluable activities during the teaching period (40%) and a final test in exam format (60%).

1. Assessable activities during the teaching period: 40%

The students of the subject will carry out the following activities throughout the semester and during the class period:

- *30% Group reports* on the resolution of cases and other materials in different media (cases, videos or records). Two to five case reports of students with educational support needs will be made at , which in turn may be complemented with parallel peer review and/or group exposition assignments at . The reports and characteristics of the reports to be delivered will be announced in class by the responsible teacher, as well as the date and format of delivery of the same. They will be carried out during the teaching period of the subject and for their evaluation it will be necessary to hand them in on the dates established by the faculty.
- *10% Individual and group self-evaluations* on the functioning and organization of group work and of the learning achieved. It also includes a final self-evaluation of the subject that can incorporate the relationship of the same with the analysis of case studies prepared by the students or the identification of specific practices in educational centers or of other nature carried out in lectures and conferences or in the visit to educational centers . They will take place during the teaching period of the subject and before the final exam. For its evaluation, it will be necessary to deliver it on the dates established by the teacher.

2 Final exam: 60%

Final individual written test based on a theoretical part with test type questions or development questions and a practical part with cases or brief assumptions. It will be held on the official date established by each center for the final exams.

In any case, it will be necessary to pass the final exam to obtain a passing grade in the subject. Since this test is a final and individual test, if a student obtains a better grade in the test than the resulting grade in the total grade (given by the weighted average according to the table above), he/she will be assigned the better grade of both. The questions type test will discount in any case the effects due to chance.

The final grade of this test will be the average of the theoretical part and the practical part, being necessary to obtain at least a 4 in each of the parts to make this average. If in one of the parts a 4 is not reached or the average grade of both parts is lower than 5, the student will not have passed the exam or the subject.

Global test and second call

{The students who have not completed or carried out the evaluable activities carried out throughout the course and which have an important weight in the qualification, will be graded, according to the regulations of evaluation established by the University of Zaragoza, in a single final evaluation test to be held on the official dates established by the centre.

The second call will have the format of the final global evaluation. In the case of those students who had approved the part of evaluable activities during the classes, they will keep this part as long as it improves their final grade.

Fifth and sixth calls

The 5th and 6th year students will be evaluated with the same evaluation system as the rest of the students. The

students may choose either of these two options:

1. -To follow the teaching in the group-class in which they are enrolled, being the court in charge of following his/her evaluation process.
2. -To specify with the court the type of evaluation to be carried out (global or evaluable activities throughout the course and final test) and the specific development of each condition.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.}