

26617 - Diversity Awareness

Syllabus Information

Academic year: 2023/24

Subject: 26617 - Diversity Awareness

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: Second semester

Subject type: Compulsory

Module:

1. General information

The main goals of the subject are:

- Analyze the different meanings of attention to diversity.
- Know the organizational and practical bases of the teaching-learning processes in heterogeneous groups.
- Analyze real experiences and situations from systematized knowledge.
- Improving teaching and learning processes that facilitate participation by all and remove barriers to learning that facilitate the participation of all and remove barriers to learning.
- Carry out innovative curricular proposals, based on collaboration, cooperation and commitment for the attention to heterogeneity, considering the normative conditions of the administration.
- Respond to the professional needs linked to the success of all schoolchildren.

The purpose of this subject is to respond to the needs arising from the heterogeneity of primary school pupils, given the existence of a homogenising culture in the school.)

The clear link with the Sustainable Development Goals (SDGs), and more specifically with SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and SDG 10: reduction of inequalities

2. Learning results

1. Analyzes, reflects and creatively improves the teaching work in order to attend to heterogeneity.
2. Designs, plans, evaluates and regulates learning and coexistence spaces in contexts of diversity from an ethical and responsible perspective, taking into account the following aspects: uniqueness of the different contexts, student involvement, learning as a global and complex fact, learning progression, processes and interaction and communication, cooperative and individual work, communication and exchange, and use of ICT.

3. Syllabus

The program will consist of the following thematic blocks:

1. Meanings of diversity. Right to education and attention to diversity
2. Attention to diversity in the current socio-political context.. Regulatory development.
3. Attention to diversity at school.
 - 3.1. Organizational structure and operation. Models and practices.
 - 3.2. Bases didácticas y organizativas de atención a la diversidad en el aula.

4. Academic activities

During the development of the course the following activities will be carried out:

- Theoretical classes (theoretical-practical (large group))
- Practical classes (large group-intermediate group)
 - Workshops...
 - Discussions

- Analysis and search of information and documentation in different education databases.
- Resolution of cases and/or problems.
- Elaboration of organizational-didactic proposals for a heterogeneous classroom, defense of the
- Tutoring individual or small group tutorials
- Classroom outings and organization of conferences or seminars with guest speakers to facilitate the acquisition of the competences of the subject.

The teaching methodology will give an integrating character through the different activities and tasks. It is supported by the virtual platform (ADD or Moodle). However, each teacher specifies the development of the different sessions and/or activities depending on their nature.

5. Assessment system

The evaluation shall be carried out as **single mode, in the following way:**

- Theoretical test-practical (40%):
 - By agreement of the Department Council dated 06/06/2014, at least 50% of the written test will be common in all groups of the same center.
- Portfolio (60%):
 - Design and justification (30%) (10%: group planning); (20%: individual justification):

-o-It is the design of the professional action applied to a situation in a reasoned way: It involves describing a concrete situation and planning the action and theoretically justifying the proposal.

- Essay (30%).

The evaluation criteria for the different activities will be explained by each teacher in his or her group.

The proposed evaluation is formative, i.e., the student will be informed of their achievements of the activities evaluable that they perform in a timely manner. The grading of the subject will be summative.

The theoretical and practical test and each of the portfolio products must have a minimum of 5 points out of 10 in order to pass the subject.

In the **second call**, the passed results of the evaluation in the first call will be evaluated in the second call, the results of the evaluation of the subject in the first call will be maintained in the second call in the same academic year.

The students of **fifth and sixth call** must be aware that their evaluation is made before a tribunal, not being able to waive this right. However, they may choose, upon request, to take the test together with the rest of the students in the group and then put it in an envelope for delivery to the court (art. 23 of the Agreement of 22 December 2010, of the Governing Council, which approves the Rules of Evaluation Standards of Learning of the University of Zaragoza).

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.