

## 26617 - Diversity Awareness

### Syllabus Information

---

**Academic Year:** 2019/20

**Subject:** 26617 - Diversity Awareness

**Faculty / School:** 107 -

202 -

301 -

**Degree:** 300 - Degree in Primary School Education

298 - Degree in Primary School Education

299 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 300 - Degree in Primary School Education: 2

299 - Degree in Primary School Education: 2

298 - Degree in Primary School Education: 2

**Semester:** Second semester

**Subject Type:** Compulsory

**Module:** ---

## 1.General information

### 1.1.Aims of the course

- To analyze the different meanings of attention to diversity and to interpret its concretion.
- To know the organizational and didactic bases that articulate teaching and learning practices in heterogeneous groups.
- To analyze experiences and situations of real situations in interaction with the most systematized knowledge.
- To improve teaching processes that facilitate the participation of all and to eliminate barriers to learning.
- To make innovative curricular proposals, based on collaboration, cooperation and commitment to attention to heterogeneity.
- To respond to the professional needs linked to the success of all students.

### 1.2.Context and importance of this course in the degree

The meaning of this subject in the degree is twofold. On the one hand, it is related to the response to the needs that derive from the heterogeneity of Primary Education students. On the other hand, it is justified by the existence of a homogenizing culture in the school.

Upon passing the subject, the student will be more competent to develop a professional practice with the heterogeneity of the school population based on reflection, interaction with knowledge and dialogue.

### 1.3.Recommendations to take this course

The follow-up made by the students and their participation in the development of activities is essential for the acquisition of the contents of the subject.

## 2.Learning goals

### 2.1.Competences

### 2.2.Learning goals

In order to successfully pass this course the student will need to demonstrate the following results:

1. The ability to analyze, reflect and creatively improve teaching work to address heterogeneity.
2. The ability to design, plan, evaluate and regulate learning and learning spaces in contexts of diversity from an ethical perspective, taking into account the following:

- uniqueness of the different contexts
- student involvement
- learning as a global and complex event

- learning progression
- learning processes, interaction and communication
- cooperative and individual work
- use of ICT.

### 2.3.Importance of learning goals

The learning outcomes obtained in the course are a key link in the formation and principles of professional development of the future primary school teachers

## 3.Assessment (1st and 2nd call)

### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the expected learning outcomes through the following assessment activities

- Written test (50%)
- Portfolio (50%): including design and justification (30%) and written essay (20%)
- 

The written test will examine knowledge about the subject, to be able to analyze, connect and differentiate concepts and use a technical vocabulary appropriately

Together the two examination components of the portfolio will address the design of professional action as applied to a real situation from a theoretical perspective. First of all there will need to be a description of a scenario and an action plan that scenario. The following aspects must be included:

- School context description of families, teachers, pupils, priorities
- Classroom context: description of pupils, theme and subjects, standards, aims,
- Evaluation criteria: considering curriculum directives, possible activities
- Description of one activity considering the explained organizational and didactic aspect.

In addition the proposal has to be justified in a theoretical way.

Criteria for pass and fail the justification of a proposal (individual)

- Fail. When the proposal is inappropriate to the situation. When the design does not include the organizational and didactic components in the development of the subject or does not adapt to the meaning of the proposal for attention to diversity. When errors appear in the formal aspects (misspellings, citation inaccuracies and inconsistencies). When there is insufficient, or inadequate, foundation in respect to the theoretical bases that underlie the proposed practice and when there is no argued and clear relationship between the practice and the theoretical justification.

- PASS. When the proposal is appropriate and relevant to the situation; with a design that coherently includes the organizational and didactic components considered in the development of the subject. The corresponding justification and the formal correction are incorporated.

- Strong pass. In addition to the above there will also be a clear coherence between the components and greater development of each of them. An expanded justification should be reflected concerning the course readings. There will be evidence of a deeper theoretical-practical analysis.

- EXCELLENT. When the design and its justification raise creative and viable proposals for attention to diversity.

### Essay (Group)

Must meet the minimum standards for an academic work as well as substantiate any claim made as a theoretical essay that explains the different ways of paying attention to diversity. The essay should not merely reflect personal opinion but rather the interaction between individual thinking and theoretical knowledge and must include different epistemological and theoretical references.

- Fail. If there are inaccuracies in the formal aspects (as above) and the different theoretical perspectives are not included.
- PASS: Formally correct and descriptive exposition of the different theories, models or approaches available.
- Strong pass: The essay will incorporate the analysis and comparison between the different theories and models.
- Excellent: The essay will develop creative and innovative theoretical proposals.

Levels of requirement and requirements to pass the course

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

#### **Global test and second call**

The requirements specified above will be applied to all students regardless of their circumstances (regular attendance, irregular attendance or absence).

The results of the evaluation of the subject between the first and the second call will be contained in the same academic year.

Fifth and sixth time students must be aware that assessment is mandatory for passing the course and cannot be waived. However, they may choose, upon request, to take the test in line with Article 23 of the Agreement of December 22, 2010, of the Governing Council and the Regulation of Standards of Evaluation of the Learning of the University of Saragossa. The same criteria and evaluation requirements specified as ordinary and general for the subject will be applied.

Anti-plagiarism measures will be applied (UNIZAR)

## **4.Methodology, learning tasks, syllabus and resources**

### **4.1.Methodological overview**

The learning process that has been designed for this subject is based on the innovative content of the subject. We therefore propose the development of a teaching-learning process based on a dialogical, creative, meaningful, critical and reflexive methodology.

### **4.2.Learning tasks**

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

- Theoretical and practice lectures (big group)
- Practices in the classroom (big group-intermedian group)
- Workshops
- Task reviews
- Debates
- Individual and peer assesment
- Analysis of documents (articles, visual, digital and virtual)
- Search for information and documentation in different Education databases.
- Resolution of cases and / or problems
  
- Preparation of organizational-didactic proposals for a heterogeneous classroom, defense
- Mandatory scheduled individual or small group tutoring

- It will be contemplated the realization of external exits as well as the organization of conferences or seminars with invited speakers that facilitate the acquisition of the own competences of the subject.
- Written test.

### 4.3.Syllabus

#### Contents

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 in school
  - ? Organizational structure and functioning. Models and practices.
  - ? Didactic and organizational bases for attention to diversity in the classroom.
  - ? Bases of educational attention to specific needs.

### 4.4.Course planning and calendar

The schedule of sessions and presentation of work will be communicated at the beginning of the academic year through the web or in writing.

The activities and key dates will be communicated through the Digital Teacher Ring (ADD) or in writing at the beginning of the class period of the subject.

The dates of the final exams can be found on the Faculty website.

### 4.5.Bibliography and recommended resources

- [BB] Ainscow, Mel. *Mejorar las escuelas urbanas : liderazgo y colaboración* / Mel Ainscow, Mel West . [1ª ed.] Madrid : Narcea : Ministerio de Educación, Política Social y Deporte, Secretaría General Técnica, 2008
- [BB]Beach, D. and Dyson, A. (2016). *Equity & Education in cold climates*. Oxford: The Tufnell Press.
- [BB] Benito, J. (2010). Educación y exclusión social. *Revista Interuniversitaria de Formación del Profesorado*, 69, 17-24. [Publicación periódica] [Acceso a texto completo]
- [BB] Casanova, María Antonia. (2017). *La educación inclusiva en las aulas*. Madrid: La Muralla.
- [BB] Echeita Sarrionandia, Gerardo. *Educación para la inclusión o educación sin exclusiones* / Gerardo Echeita Sarrionandia . Madrid : Narcea, 2006
- [BB] Echeita, G., y Domínguez, A.B. (2011). Educación inclusiva: Argumento, caminos y encrucijadas. *Aula: Revista de Pedagogía de la Universidad de Salamanca*, 17, 23-35. [Acceso a texto completo. Ver URL]
- Escudero, J. M. y Alfageme, B. (comp) (2016). *Inclusión y exclusión educativas: realidades, miradas y propuestas*. Valencia: Nau Llibres.
- [BB] Educación y diversidad : Anuario internacional de investigación sobre discapacidad e interculturalidad = Education and diversity : International yearbook of research on disabled and multicultural people / Grupo de Investigación ?Educación y Diversidad? de la Universidad de Zaragoza. Zaragoza : Mira, 2007- [Publicación periódica] [Acceso a texto completo]
- [BB]Iyanga Pendi, Augusto? (2017). [La educación inclusiva \[Recurso electrónico\] : perspectiva histórica y situación actual](#). Valencia : Tirant humanidades
- [BB] Popkewitz, Thomas S.. *El cosmopolitismo y la era de la reforma escolar : la ciencia, la educación y la construcción de la sociedad mediante la construcción de la infancia* / Thomas S. Popkewitz ; traducción de Redactores en Red ; revisión de Viviana Aubele . 1ª ed. Madrid : Morata, D. L. 2009
- [BB] Popkewitz, Thomas S.. *La conquista del alma infantil : política de escolarización y construcción del nuevo docente* / Thomas S. Popkewitz . Barcelona : Pomares-Corredor, D.L. 1998
- [BB] Varios (2009). *Revista de educación inclusiva*. [Publicación periódica] [Acceso a texto completo]
- [BB] Varios (2011). *International Developments in Teacher Education for Inclusive Education: Issues and Challenges*. *Prospects*, 41, (3). [Publicación periódica] [Acceso a texto completo]
- [BB] Varios. (2010). *Comunidades de aprendizaje*. *Revista Interuniversitaria de Formación del Profesorado*. [Publicación periódica] [Acceso a texto completo]
- [BB] Varios. (2011). *La educación inclusiva hoy: escenarios y protagonistas*. *Revista Interuniversitaria de Formación del Profesorado*, 70. [Publicación periódica] [Acceso a texto completo]

#### Listado de URL

- Craft, A. (2014). Wise Humanising Creativity: a goal for inclusive education. *Revista nacional e internacional de educación inclusiva*, 7 (1), 3-15.[<https://dialnet.unirioja.es/servlet/articulo?codigo=4772619>]
- Echeita, G. (2008). *Inclusión y Exclusión Educativa. "Voz y Quebranto"*. REICE: Revista Electrónica

Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 6(2), 9-18 [<https://dialnet.unirioja.es/ejemplar/185333>]

- Echeita, G., y Domínguez, A.B. (2011). Educación inclusiva: Argumento, caminos y encrucijadas. Aula: Revista de Pedagogía de la Universidad de Salamanca, 17, 23-35 [<https://dialnet.unirioja.es/ejemplar/290727>]
- Vigo-Arrazola, B. y Dieste-Gracia, B. (2017). Contradicciones de la educación inclusiva a través de un estudio multiescalar. Aula Abierta, 46, 25-32. [<https://dialnet.unirioja.es/revista/177/V/46>]