ATTENTION TO DIVERSITY

Curso 2020-2021
(Fecha última actualización: 12/07/2020)
(Fecha de aprobación en Junta de Dirección: 13/07/2020)

MODULE	SUBJECT	COURSE	SEMESTER	CREDITS	TYPE
EDUCATIONAL PROCESSES AND CONTEXTS	ATTENTION TO DIVERSITY	2º	4º	6	Basic training

LECTURER:	LECTURER CONTACT INFORMATION (address, telephone, e-mail, etc.)
1st Part Katia Caballero Rodríguez **2nd Part** To determine	Faculty of Education Dpt. Didactics and School Organisation **Katia Caballero Rodríguez** Office #240 or #241 E-mail: kaballero@ugr.es Tel.: 958 24 63 60 / 958 24 39 89
	OFFICE HOURS
	Katia Caballero Rodríguez • Wednesday: 9.30 - 14.00 • Thursday: 12.30 - 14.00

DEGREE IN WHICH IS PROVIDED

Primary education degree

PRE-REQUIREMENTS AND/OR RECOMMENDATIONS

None.

BRIEF DESCRIPTION OF CONTENTS

Conceptual, legislative and historical approach to the attention to diversity; The inclusive school; Educational response to diversity; Specific needs of educational support in primary school; Professional development in inclusive schools; Research models and practices on attention to diversity.

GENERAL AND SPECIFIC COMPETENCES

The competences that students should acquire related to the profession for which the Certificate prepare, are in the Order ECI/3854/2007, of 29th of December, by which there are established the requirements for the verification of the official university certificates that enable for the exercise of the profession of Teacher in Primary Education. They answer to the purpose of acquiring a solid

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training in a triple dimension: cognitive, instrumental an attitudinal. We are going to identify as General Competences: CGx. (CG Means General Competence, x is the number of the Competence) and Specific Competences: CDMBx (Competition of Basic Training, x is the number of the competence).

General competences

- GC2. To design, schedule and evaluate processes of teaching and learning, both individually and in collaboration with other teachers and professionals of the school.
- GC4. To design and regulate spaces of learning in diversity contexts which attend to the gender equality, to the equity and to the respect to the human rights that conform the values of the citizen training.
- GC5. To encourage the coexistence inside and outside the classroom, to resolve problems of discipline and to contribute to the peaceful resolution of conflicts. To stimulate and value the effort, the proof and the personal discipline in the students.
- GC6. To know the primary schools' organisation and the diversity of actions that takes place in them. To develop the tutorial and orientation functions with the students and their families, according to the singular educational needs of the students. To assume that the educational function has to improve and adapt to the scientific, pedagogical and social changes along the life.

Specific competences

- CDM1.1. To understand the processes of relative learning related to the period of 6-12, in the familiar, social and school context.
- CDM1.2. To know the characteristics of these students, as well as the characteristics of their motivational and social contexts.
- CDM1.3. To have the necessary knowledge to understand the development of the personality of these students and identify dysfunctions.
- CDM1.4. To identify learning difficulties, to inform them and to collaborate in their treatment.
- CDM1.6 To identify and schedule the resolution of educational situations that affect to students with different capacities and different rhythms of learning.
- CDM2.6. To address and resolve problems of discipline.
- CDM2.9. To know and deal with school situations in multicultural contexts.
- CDM2.11. To know and apply innovative experiences in primary education.

OBJECTIVES

- To search, select and sequence information about attention to diversity.
- To understand the attention to diversity from a conceptual, legislative and historical approach.
- To acquire a reflexive and critical view about the conceptions and evolution of attention to diversity.
- To read and reflect on key aspects of inclusion.
- To know the basis of an inclusive school.
- To perform educational and social inclusive scenes.
- To reflect on the influence of society and policy in the attention to diversity.
- To analyse how the Educational System responds to the students diversity.

- To discuss and debate issues related to attention to diversity.
- To inquiry about the specific needs of educational support.
- To distinguish the types of curricular adaptation.
- To design an inclusive curricular adaptation.
- To know ways of professional development to promote an inclusive education.
- To recognize the current and main lines of action and research related to the movement of education for diversity.
- To acquire an open-minded and positive attitude to diversity and human differences.
- To develop a critical attitude with regard to the students' diversity by making possible the dialogue and the opinion exchange.

CONTENTS

THEORETICAL CONTENT:

- *Project: Towards an inclusive school that responds to diversity.* It will include the following theoretical aspects:

  - Specific needs of educational support in primary school.
  - Educational response to diversity.
  - Conceptual, legislative and historical approach to the attention to diversity.
  - The inclusive school.
  - Professional development in inclusive schools.
  - Research models and practices on attention to diversity.

PRACTICAL CONTENT:

- *Project: Towards an inclusive school that responds to diversity.* It will include the following practices:

  - Performance of educational and social inclusion scenes.
  - Information search, selection and sequencing.
  - Reading and reflection on key aspects of inclusion.
  - Discussion and debate about issues related to attention to diversity.
  - Educational intervention to attend to diversity in an inclusive way.
  - Other practices related to the theoretical content.

TEACHING METHODOLOGY

The student will have the possibility of choosing among two methodological options. Once one is selected no changes can be made, therefore, it is recommended to think about the decision.

Option A: For students who will attend class

The classroom dynamic will be focused on the Project-Based Learning methodology. Students will adopt an autonomous role to construct the subject through a project divided into two subprojects. They will receive the lecturer guide, support and supervision. This kind of methodology includes:

- AF1. Master lessons (if appropriate). Presentation in class of main concepts to clear up and guide the different sub-projects development.

- AF2. Practical activities (practical classes or teamwork). Oral or written activities through which it is intended students learn and reflect about contents of the subject.

- AF5. Non-attending group activities. Teamwork to develop aspects related to the project.

- AF6. Academic supervision. Periodic group meetings to guide and revise the different proposed academic activities.

Attendance to classes will be mandatory.

To carry out the project of the subject, students will work in groups of five.

Option B: For students who will not attend to class

The methodology used will be the Project-Based Learning. Students who choose this option must prepare a project independently, being able to deal with the material provided by the lecturer. These students will not receive a continuous follow up, but it is important to arrange an appointment with the lecturer in office hours to know the process of work. It is recommended to do it in the first two weeks, since the preparation of the project takes time.

EVALUATION

Evaluation criteria and percentages

Students that follow option A:

The value of the work performed during the semester will be calculated in relation to the following percentages and criteria:

- **Project. Towards an inclusive school that responds to diversity: 70%.** It will be written in English and divided into two sub-projects as follows:

  - **Subproject 1. Specific Educational Support Needs in primary school and response to diversity (15-20 pages max): 35%.** This subproject will consist of conceptualizing and intervening in a specific need of educational support. Clarity and quality of the oral and written presentation, innovative intervention and correct citation will be valued.

  - **Subproject 2. Conceptual, legislative and historical approach for the attention to diversity (15-20 pages max): 35%.** Students will reflect about the term inclusion and other related and will inquiry the evolution of the attention to diversity in the national and international context. The proper selection, citation and clear sequence of oral and written information will be valued as well as the personal contribution to the subproject.

    The predisposition to work in class hours and the group organisation will be also valued in every sub-project. If the student's absences exceed three hours, the final mark will be reduced.

- **Personal reflection about the project titled "*Towards an inclusive school that responds to diversity*" (5 pages): 30%.** Reflection must contain a <u>good summarize and personal commentary</u> of the subject than can be accompanied by quotes well cited and referenced. A deep analysis, well structured, argued, supported and connected to the contents will be necessary to get the highest score. You must also include a paragraph with the contribution of the Project to your learning.

* It will be necessary to pass the two subprojects separately, obtaining at least 1.7 points for each of them and 1.5 for the personal reflection. In order to pass the subject a 5 must be reached.

Those who fail any of these three elements (subproject 1, subproject 2 and/or personal reflection) will have to take an oral exam on the official date established by Faculty.

EVALUATION INDICATORS

- **Written presentation**

The group as a team will be assessed by taking into consideration the following indicators:

- Structure. Organise the work properly and create own titles in a creative way.
- Content. Include the essential aspects of the subject.
- Foundation. Justify correctly the ideas presented.
- Thematic thread. Understand and connect ideas in a proper way.
- Contribution. Reflect on contents and include own contributions.
- Citation. Cite correctly on the text as well as on the references.
- Written expression in L2. Make a correct and understandable use of the L2.
- Creativeness: Include innovative ideas in any part of the project.
- Team organisation: Are well organised and make the most of the time.

These indicators will be also used for assessing the <u>essay</u> (except the last one).

Each indicator will be valued from 1 to 4 points (1. Insufficient; 2. Sufficient; 3. Good; 4. Very good) and will be divided into the total number of indicators.

- **Oral presentation**

Although the oral presentation will be in groups, each intervention will be assessed individually, valuing the following indicators:

- Synthesis capability. Selects and organise in an appropriate way the most relevant information of the sub-project.
- Oral clarity. Transmits the content in an understandable way.
- Attitude in front of the audience: Uses an adequate tone of voice, looks at the audience and feels self-confident.
- Foundation. Justifies correctly the ideas presented.
- Understanding of the content. Understands the content what is explained.
- Oral expression in L2. Has skill to communicate in English.
- Creativeness: Innovates in presenting the contents.

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Firma (1): **ANTONIO RODRIGUEZ FUENTES**
En calidad de: **Secretario/a de Departamento**

- Organisation: Knows what has to be done and said

Each indicator will be valued from 1 to 4 points (1. Insufficient; 2. Sufficient; 3. Good; 4. Very good) and will be divided into the total number of indicators.

- **Attendance and attitude**

They will be valued individually according to the following indicators:

- Level of cooperation. Shows commitment and participates together with the work team.
- Use of English as language of communication. Makes effort to use the L2 to speak either to the lecturer or the classmates.
- Attendance. Is permanently in class working on the project

The student cannot be absent more than 3 hours in a sub-project, otherwise will not pass it.

<u>**Students that follow option B:**</u>

1. **Project: 60%.** The characteristics of the Project will be the same as explained in the previous section for students that follow option A, but with a different percentage.

2. **Project defense: 40%.** The student must prepare a presentation of its project, but the lecturer will select the parts that the student must defend on official exam date established by Faculty.

* To pass the subject it will be necessary to obtain 3 points out of 6 in the project and 2 out of 4 in the defense.

IMPORTANT ASPECTS OF THE SUBJET TO TAKE INTO CONSIDERATION:

1. To carefully read the syllabus, particularly the methodology and evaluation and do not remain with any doubts.
2. **Beware of plagiarism! Those students who copy text or paragraphs from other authors or from colleagues without quoting them will automatically fail the subject.**
3. **Works presentation rules: Calibri 12 font, simple line spacing, one space between paragraphs, margins 2.5 cm each side and justified text.**
4. **Those works not submitted on time, will not be valid for evaluation purposes.**
5. In general, no concession will be done after the deadline, so try to organise properly your working time.
6. It is recommended to arrange an appointment for office hours. The lecturer can be contacted on the e-mail provided at the beginning or during class hours.

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RECOMMENDED LINKS

- Normativa sobre educación especial y atención a la diversidad:
  http://www.adideandalucia.es/disposicion.php?cat=36
  http://www.adideandalucia.es/disposicion.php?cat=11
- Manuales para la atención de alumnado con NEAE:
  http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/PSE/orientacion
  yatenciondiversidad/educacionespecial/ManualdeatencionalalumnadoNEAE
- Guías de atención a la diversidad: http://descargas.pntic.mec.es/cedec/atencion_diver/index.html
- Materiales educativos para atender a la diversidad: http://cedec.ite.educacion.es/atencion-a-la-diversidad
- Recursos educativos: http://www.cnice.mecd.es/
- Recursos educativos: http://www.pipoclub.com/
- Proyecto Atlántida para la organización democrática de la escuela:
  http://www.proyectoatlantida.eu/wordpress/
- Comunidades de Aprendizaje: http://www.comunidadesdeaprendizaje.net/

SITUATION A (BLENDED LEARNING)	
OFFICE HOURS	
TIMETABLE	TOOLS
Wednesday: 9.30 to 14.00 Thursday: 12.30 to 14.00	Prado & Google Meet
MEASURES TO ADAPT TEACHING	
There will not be special measures. The methodology will continue being applied the same. Place-based classroom, Prado and Google Meet will be the meeting points for teaching and learning.	
MEASURES TO ADAPT ASSESSMENT	
Ordinary Call	
• See page 4, 5 and 6	
Extraordinary Call	
• See page 4, 5 and 6	
Unique and Final Assessment	
• See page 6	

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SITUATION B (ONLINE LEARNING)	
OFFICE HOURS	
TIMETABLE	TOOLS
Wednesday: 9.30 to 14.00 Thursday: 12.30 to 14.00	Prado & Google Meet

MEASURES TO ADAPT TEACHING

- There will not be special measures. The methodology will continue being applied the same. Prado and Google Meet will be the meeting points for teaching and learning.

MEASURES TO ADAPT ASSESSMENT

Ordinary Call

- See pages 4, 5 and 6

Extraordinary Call

- See pages 4, 5 and 6

Unique and Final Assessment

- See page 6

ADDITIONAL INFORMATION

Dates for the Projects' submission and defence will be published in Prado