

**COURSE DATA****Data Subject**

Code	33448
Name	Service in the face of diversity
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. Period year
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4 First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	37 - Educational guidance and diversity	Optional

Coordination

Name	Department
PEREZ CARBONELL, MARIA DE LOS DESAM	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

English

With this subject it is intended that Social Education students know the individual and contextual differences that give rise to social diversity. Powell and Royce's model of personal individuality serves as the basis for understanding that individual sensory, motor, cognitive and affective differences in thinking styles and values constitute a systemic and interactive set of variables that social education must take into account integratively, framing them, in turn, in the different contexts that are configured. The evolution of diversity treatment and the responses given in intervention programs throughout the life cycle of people are studied. Human diversity is a multidimensional reality that requires educational intervention, differential as well as integrating, of differences, in order to simultaneously address the individual and social development of people, whatever their situation in the process of their development. personal.



Aspect that serves as a center for the development of the subject.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Check contents given in the Socio Intervention Module of Social Education degree.

OUTCOMES

1306 - Degree in Social Education

- Acknowledge and respect diversity and promote interculturality.
- Be able to develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights, gender equality and sustainability.
- Know the principles and fundamentals of attention to diversity.
- Advise and accompany individuals and groups in socio-educational development processes.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

LEARNING OUTCOMES

- Develop activities and / or programs aimed at improving educational intervention in non-formal educational settings.
- Analyze and evaluate educational activities and programs aimed at treating diversity in non-formal education.
- Identify the needs of people and groups with different characteristics.
- Assess the usefulness of creative methodological strategies for bringing people and groups with different characteristics closer and closer together.



DESCRIPTION OF CONTENTS

1. Explanation of the "difference". Role and tasks of the educator and the social educator in the attention to diversity.

2. Evolution and current state of attention to diversity from the perspective of the educator and the social educator.

3. Current model of action in attention to diversity from different perspectives.

4. Role of the mediation of the educator and the social educator before diversity.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Computer classroom practice	15,00	100
Attendance at events and external activities	12,50	0
Preparing lectures	55,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

a) Before the activity: carry out readings, prepare materials, inquiries, review knowledge, deliver summaries or other tasks that are requested.

B) During the face-to-face activity: listening and taking notes, comparing, contrasting, generating your own ideas, and / or in the seminars, actively participating, communicating, debating ... Merely passive attendance will be valued negatively.

c) After the face-to-face activity: complete, organize and integrate knowledge, make reports, reports, etc. and those complementary activities that are requested.

During the classes some thematic nuclei will be analyzed and discussed based on studies, analyzes or elements related to the contents of the subject.



EVALUATION

To ensure the acquisition and development of the competences (knowledge, procedural and attitudinal) associated with the subject, the evaluation will be carried out using various procedures, taking into account the activities carried out by the students and the different options chosen. The following procedures, among others, will be used:

Short answer tests: Understanding the basic concepts of the subject.

Portfolio: Collection of information to derive the grade (depending on class attendance, attendance at seminars, presentation of papers, reports, practices, exercises, self appraisal and, in general, student productions throughout the process of learning).

Each of these procedures will be assigned a percentage of the final grade according to the importance given.

The rating system will be expressed by numerical rating in accordance with the provisions of the regulations (RD 1125/2003 de 5 de september) establishing the European credit system and the qualification system for university degrees of official character and validity throughout the national territory. To consider:

- There is no difference in the evaluation procedure between the first and second calls.
- The evaluation sections are recoverable on second call.

REFERENCES

Basic

- Referencia b1: AGUADO, T. (2003). Pedagogía Intercultural. Madrid. Mc. Graw Hill.
- Referencia b2: ALTAREJOS, F. RODRÍGUEZ, A. Y FONTRODONA, J. (2003). Retos Educativos de la globalización. Pamplona. Eunsa.
- Referencia b3: ALVAREZ, M. (2005). ¿Sabes pensar? Claves para poner rumbo al viaje de tu vida. Almuzara.
- Referencia b4 BARTOLOME PINA, M. (Coord.) (2002) Identidad y ciudadanía. Un reto a la educación intercultural. Madrid. Narcea.
- Referencia b5 BELTRÁN, J. y PÉREZ, L. (2000). Educar para el siglo XXI. Crecer, pensar u convivir en familia. Madrid. CCS.
- Referencia b6 GOLEMAN, D. (2006). Inteligencia social. Barcelona. Kairós
- Referencia b7 IMBERNON, F. (Coord.) (2002). Cinco ciudadanías para una nueva educación. Barcelona. Graó.
- Referencia b8 JIMÉNEZ FERNÁNDEZ, C. (Coord.) (2004). Pedagogía diferencial. Diversidad y Equidad. Madrid. Prentice Hall.
- Referencia b9 ROCHE, R. Y SOL, N. (1998). Educación prosocial de las emociones, valores y actitudes positivas para adolescentes en entornos familiares y escolares. Barcelona. Ed. Blume.
- Referencia b10 UNESCO (1996). La educación encierra un tesoro. Informe a la UNESCO de la



Comisión Internacional sobre la educación para el siglo XXI presidida por Jacques Delors. Santillana-Unesco.

- Referencia b6 GIRÓN CALVENTE, RAFAEL (2010). Atención a la diversidad y discapacidad. Universidad de Granada.
- Referencia b4 BARTON, L. (Comp.) (2020). Superar las barreras de la discapacidad. Morata.
- Referencia b8 González Galán, M.A., Trillo Miravalles, M.P. y Góig Martínez, R.M. (Coord.) (2019) Atención a la diversidad y Pedagogía diferencial. UNED Universidad Nacional de Educación a Distancia.
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- Referencia b11 Simarro Vázquez, L. (2013). Calidad de vida y educación en personas con autismo. Síntesis.
- Referencia b14 VERDUGO, M.y GUTIERREZ, B. (2009) Discapacidad intelectual : Adaptación social y problemas de comportamiento. Pirámide