

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

Code	33448
Name	Service in the face of diversity
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. Period
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

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

The teaching methodology will depend on the organizational modalities and time distribution established by the degree. In any case, given the theoretical-practical and applied nature of the subject, open seminars, case studies, conceptual workshops, writing communities, short presentations by students, team tasks, etc. will be organized. giving priority to a methodology that implies a dynamic based on debate and collaborative work. For the development of most face-to-face activities, the student must carry out a series of tasks:

- 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



REFERENCES

Basic

- Referencia b1: ARRIETA IRIAKEZ, F.J. (2019). Cooperativas y empleo de calidad para las personas con discapacidad. ARANZADI
- Referencia b2 BARTON, L. (Comp.) (2020). Superar las barreras de la discapacidad. Morata.
- Referencia b3: CAPARRÓS CIVERA, N. y CUESTA RUÍZ-CLAVIJO, A.B. (Coord.) (2022). El acompañamiento en la intervención social. PRAXIS
- Referencia b4: GIL MEMBRADO, C. y PRETEL SERRANO, J.J. (Coord.) (2021) Un nuevo orden jurídico para las personas con discapacidad. BOSCH.
- Referencia b5: 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.
- Referencia b6: SCHURR, M.C. (2018). Alegría sobre ruedas: discapacidad sin límites. FRESHBOOK
- Referencia b7: Simarro Vázquez, L. (2013). Calidad de vida y educación en personas con autismo. Síntesis.
- Referencia b8: 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 b9: VERDUGO ALONSO, M.A. (2013). Cómo mejorar la calidad de vida de la personas con discapacidad . Instrumentos y estrategias de evaluación. AMARU.
- Referencia 10: VIVAR ZURITA, H. Y PERLADO LAMO DE ESPINOSA, L.(Coord.) (2021). Comunicación, discapacidad y empleabilidad: El compromiso profesional con la inclusión. Mc Graw Hill