

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

|                      |                        |
|----------------------|------------------------|
| <b>Code</b>          | 33727                  |
| <b>Name</b>          | Intercultural pedagogy |
| <b>Cycle</b>         | Grade                  |
| <b>ECTS Credits</b>  | 6.0                    |
| <b>Academic year</b> | 2021 - 2022            |

**Study (s)**

| <b>Degree</b>             | <b>Center</b>                                  | <b>Acad. year</b> | <b>Period</b> |
|---------------------------|--|-------------------|---------------|
| 1307 - Grado de Pedagogía | Faculty of Philosophy and Educational Sciences | 3                 | First term    |

**Subject-matter**

| <b>Degree</b>             | <b>Subject-matter</b>                 | <b>Character</b> |
|---------------------------|---------------------------------------|------------------|
| 1307 - Grado de Pedagogía | 68 - Socio-educational intervention I | Obligatory       |

**Coordination**

| <b>Name</b>                   | <b>Department</b>      |
|-------------------------------|------------------------|
| GOZALVEZ PEREZ, VICENT EULOGI | 335 - Education Theory |

**SUMMARY**

The subject "Intercultural Pedagogy" responds to the necessity raised at the moment in our society to give answers to issues which the professional of the education faces before an increasing plural school. It is tried to show, from a pedagogical perspective, the present state of research on the subject. We will study the educative needs arisen from the configuration of heterogenous groups in which each of its members must share its own culture with the existence of cultural groups. In the same way, the subject tries to give answer to the needs of formation of the social educators to the new diverse reality.

**PREVIOUS KNOWLEDGE****Relationship to other subjects of the same degree**

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



### Other requirements

There are no enrollment restrictions with other subjects in the curriculum.

## OUTCOMES

### 1307 - Grado de Pedagogía

- Develop organisational and planning skills.
- Show commitment to professional identity, development and ethics.
- Understand the theoretical references that constitute the human being as an active player in education.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Supervise and evaluate plans, programmes, projects and schools.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.
- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.
- Develop strategies and techniques to promote participation and lifelong learning.
- Be able to evaluate educational policies, institutions and systems.
- Be able to evaluate educational and training resources.
- Be able to evaluate the teaching-learning processes and the educational agents.
- Organise and manage schools and educational institutions, services and resources.
- Develop quality management models and processes for education and training.
- Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.
- Be able to advise on the pedagogical use and curricular integration of teaching media.
- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad crítica y autocrítica.
- Elaborar instrumentos para la recogida y análisis de información educativa.
- Skills in analysis and synthesis.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Capacidad de trabajar en equipos multi e interdisciplinares.
- Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
- Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.



- Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.
- Capacidad de aprendizaje autónomo a lo largo de la vida.
- Capacidad de adaptación a situaciones nuevas.
- Desarrollo de la innovación y la creatividad en la práctica profesional.
- Iniciativa y espíritu emprendedor.
- Compromiso ético activo con los derechos humanos y la sostenibilidad.

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## Learning Objectives

- Know and deepen an intercultural pedagogy and intercultural education.
- Demonstrate the ability to ground intercultural education based on a broad concept of democratic citizenship
- Awareness of ethnic and cultural complexity in the current educational reality.
- Knowledge of concrete experiences that are carried out in education.
- Preparation of programs, didactic resources, audiovisual materials ... related to the promotion of intercultural education.

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## DESCRIPTION OF CONTENTS

### 1. Intercultural Pedagogy origins, foundation and context

Origin of intercultural pedagogy. From multi to interculturality.  
Need for interculturality: social changes and risk factors  
Three generations of human rights  
Civil society and participation  
Interculturality and cosmopolitanism  
Interculturality, immigration and marginalized minorities

### 2. Pedagogical proposal for Interculturality

Promotion of a change in attitudes  
Multi and intercultural educational model  
Integration and inclusion of diversity  
Teacher training  
Co-responsibility of families  
Social promotion of tolerance and respect  
Promotion of social cooperation and interculturality:  
1. Cooperative learning  
2. Dialogic learning  
3. Learning communities  
4. Learning by basic competences

### 3. The interculturality in legislation and educational institutions

Legislation, institutionalization and planning of Intercultural Education.  
The intercultural perspective in the elaboration of the Center Project

**4. Intercultural mediation**

Ethical considerations of mediation  
Mediation in cultural conflicts

**WORKLOAD**

| ACTIVITY                                     | Hours         | % To be attended |
|--|---------------|------------------|
| Theory classes                               | 45,00         | 100              |
| Classroom practices                          | 15,00         | 100              |
| Attendance at events and external activities | 5,00          | 0                |
| Development of group work                    | 15,00         | 0                |
| Development of individual work               | 15,00         | 0                |
| Study and independent work                   | 15,00         | 0                |
| Readings supplementary material              | 10,00         | 0                |
| Preparation of evaluation activities         | 10,00         | 0                |
| Preparing lectures                           | 8,00          | 0                |
| Preparation of practical classes and problem | 7,00          | 0                |
| Resolution of case studies                   | 5,00          | 0                |
| <b>TOTAL</b>                                 | <b>150,00</b> |                  |

**TEACHING METHODOLOGY**

The methodology will basically be an active and participatory methodology by the students. The teacher will assume a guiding and motivating role, being responsible for the theoretical part of the subject. On the other hand, the students will assume an active role, especially the practical part, where by groups they will have to reconstruct the contents, concepts and arguments exposed in the theoretical part, working collaboratively and with the guidance of the teacher, who will be in charge of provide materials, resources, resolve doubts, recommend lines of action, propose personal and group work activities (for example, text or audiovisual commentary, reflection on a news item, preparation of dynamics or dramatization, etc.) ...

The students, as a result of the cooperative work, will have to make a dossier of the practical part, and optionally make a presentation of it for the class. Also, voluntarily, students can read and analyze a bibliography book, making a review that will complement the note of the theoretical part.



## EVALUATION

The evaluation process will be a continuous, formative and at the same time participatory process. Consequently, it will be carried out from both an individual and group perspective, taking into account the various aims set out in the program. Therefore, attendance is considered recommended and compulsory, being able to value, in this sense, attendance and participation in classes.

The evaluation will be quantified based on these **elements**:

1. Written test, with answers to questions about the essential questions and concepts of each topic, previously analyzed in class and established before the test.
2. Group practical work (maximum 4-5 components). Contribution of knowledge and reflections on a topic related to the subject, from the materials and resources provided by the teacher. The work is an invitation to creative participation, through personal and group research, clarity and rigor in the treatment of information, attendance and participation in classes and tutorials ... aspects that will be specified in the preparation of graphic documents, textual or audiovisual materials, action programs related to intercultural pedagogy, etc. The final practical work of the group will form a folio or dossier that will have to be delivered at the end of the semester and before the completion of the written test. There is also the possibility of group exposition of the results obtained, if they expand their knowledge or make original and interesting contributions around the subject.
3. Class attendance. Class attendance is recommended and formative, allowing listening to the contents of the subject, participation and critical reflection, collaboration in a cooperative framework for carrying out practical work ... Minimum attendance to be evaluated in the ordinary option and face-to-face is 80% of the total classes. Excused absences will be considered within this 80% as attendance.

### General evaluation criteria

- Mastery of specific terminology and conceptual precision.
- Clarity in written exposition and capacity for synthesis.
- Organized, systematic and documented exposition of the contents of the discipline.
- Personal, critical and informed elaboration of the learned.
- Grammar and syntactic correction of the expression.
- Class attendance
- Active participation, commitment and interest
- Quality of the works presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Compliance with established delivery times.



- Clarity of the exhibition, organization of ideas, capacity for synthesis.
- Wealth, originality and relevance of personal ideas and opinions.

### Evaluation in a non-attendance situation

Students who cannot regularly attend class will have to contact the teacher of the subject during the first three weeks of the semester, explaining and justifying their option and their impossibility of taking the subject normally. Likewise, the objective of the interview with the teaching staff is to specify the alternative work plan. In these cases, the written exam will be held on the dates assigned for it and will have a value of 60% of the grade for the course. The practical part or reviews will have a value of 40% of the note.

### Voluntary reviews

Students have the possibility of voluntarily submitting a review of a bibliography book, to complement the final grade for the course. The review can increase at most one point of the final note if it develops in an excellent way the sections of this: presentation of the author and the book, summary of the book with the most important arguments, detailed analysis of a chapter of the book -with annotated fragments-, and conclusions or contributions of the book.

**Important note:** In order to pass the course and be able to apply the averages or percentages of the different exercises, it is necessary to pass or pass each one of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion will be applied to both face-to-face and non-contact option students.

## REFERENCES

### Basic



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## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### 1.- Contents

Those specified in the Teaching Guide of the subject.

### 2.- Volume of Work and temporary planning of the teaching

The work will be carried out partly online, given the conditions of semi-attendance demanded as preventive measure in front of the COVID-19. Cooperative work groups or teams will be created to carry out the practical part of the subject. For periods of non-attendance (alternate weeks), guidelines and criteria will be established for collaborative online work, which will be reviewed and reinforced in face-to-face classes, especially in cases of doubt or when additional guidance is required.

### 3.- Teaching methodology

The methodology will involve a combination of theoretical, participatory and eminently face-to-face reflection, and online collaboration for the practical part of the course. During the periods and face-to-face classes, the aspects of foundation and theoretical or conceptual reflection of the subject will be developed, at the same time as possible doubts will be solved and orientations relative to the practice of the subject will be provided, which will be developed by of students basically collaboratively and digitally in classes and periods of non-attendance.

### 4.- Evaluation

The procedures, criteria and evaluation elements specified in the Teaching Guide of the subject are followed, although they may be modified in the event that online evaluation of all or some of its elements is required.