



Universidad
de Alcalá

COURSE GUIDE

MANAGING DIVERSITY IN THE CLASSROOM: FUNDAMENTAL PSYCHOLOGICAL CONCEPTS

Undergraduate Degree
in Primary Education
University of Alcalá

Academic year 2021-2022
SECOND YEAR – TERM ONE

COURSE GUIDE

Module Title:	MANAGING DIVERSITY IN THE CLASSROOM: FUNDAMENTAL PSYCHOLOGICAL CONCEPTS
Code:	420010
Degree:	UNDERGRADUATE DEGREE IN PRIMARY EDUCATION
Department:	EDUCATION SCIENCES Developmental and Educational Psychology
Type:	Foundation course
ECTS Credits:	6
Year and Term:	Second yearTerm one
Teaching Staff:	Nuria Martín Romero
Staff Consultation Hours:	Will be communicated during the introductory lesson.
Language of Teaching:	English and Spanish

1. MODULE DESCRIPTION

At the end of the 19th century, Jean Marc Gaspard Itard began his journey as an educator in the National Institution for Deaf Mutes in Paris. Since then, education for pupils with various types of disabilities - whether physical or social - has been complex and based on the prevailing ideology of the time. In the past, these ideologies tended to restrict education for pupils with disabilities. Nowadays, however, under the banner of 'diversity', every human being is entitled to the same rights as everyone else, regardless of their abilities or disabilities. Diversity is therefore an added value in the sphere of education and teachers' involvement plays a key role in guaranteeing that all students have the right to an education that adapts to their needs.

This module is a foundation course that introduces students of Primary Education to theoretical concepts from the field of Psychology. It encourages them to reflect and think critically about intervention processes and facilitating learning in a classroom where there is a range of abilities and diverse needs, such as pupils who have recently immigrated and require intensive language teaching and pupils with learning difficulties. In the Spanish education inclusive system, this is known as 'diversity'. Although some specialised schools for pupils with disabilities do exist, the Spanish state recommends that all pupils attend a mainstream school and that they are taught together. Support staff such as speech therapists, physiotherapists and educational psychologists assist teachers.

This module is a fundamental part of both the Primary and Preschool degree course curricula. In the Spanish education system, Preschool begins at age 3 and continues until the age of 6. Primary education then continues from age 6-12.

Prerequisites and Recommendations

This module is closely linked to Developmental Psychology and Educational Psychology. It is highly recommended that the student has already studied the basics of psychology in their first year as this knowledge will be used for planning and developing teaching and learning processes in the classroom.

2. LEARNING OBJECTIVES

The student is expected to develop the following competences through studying this module. These will be assessed throughout the term. (See below for details of assessment methods).

General competences:

1. Recognising, planning and developing good teaching and learning practices including recognising pupils' individual needs.
2. Critically analysing and debating alternatives to justify decision-making in education.
3. Applying knowledge to resolve educational issues, primarily through collaborative learning.
4. Keeping up to date with developments in the psycho-socio-education field.
5. Learning independently and life-long learning.
6. Reflecting on the motives and objectives of educational practices.
7. Researching information using primary, secondary and online sources.
8. Becoming familiar with, understanding and mastering independent learning strategies.

Subject-specific skills:

1. Understanding the psychological development of pupils of compulsory schooling age in depth.
2. Identifying the obstacles faced by pupils with diverse needs and translating them into educational needs.
3. Planning how to manage pupils with varying needs, abilities and rhythms of learning.
4. Respecting and valuing each pupil regardless of their individual needs and abilities.
5. Ensuring that all pupils, with varying psychological, social and linguistic needs, are integrated both socially and educationally.
6. Becoming familiar with and applying measures to ensure equal opportunities for all pupils with disabilities.
7. Developing strategies to counteract inequalities that may arise from social, economic or cultural situations, amongst others.
8. Reaching an understanding of how diverse people and situations are through reflection and critical analysis.

3. MODULE CONTENT

Blocks	Number of ECTS credits
<p>Concept and conceptual analysis of managing diversity. The system and classifications.</p> <ol style="list-style-type: none"> 1. How terminology has changed over time: From '<i>Educación Especial</i>' to '<i>Atención a la Diversidad</i>' and most recently '<i>Diversidad Funcional</i>'. 2. Politically correct and incorrect terminology: '<i>Deficiencia</i>' and '<i>minusvalía</i>' are now obsolete; '<i>discapacidad</i>' is now the accepted term. 3. The educational response based on psychology. How teachers can use it to tackle pupils' questions. 	0.5
<p>The psychological dimension of learning difficulties and subsequent educational needs. The most important contemporary theories and paradigms.</p> <ol style="list-style-type: none"> 1. Teaching models and methodologies. The psychological perspective. 2. Systemic models. 3. Initial evaluation: situation analysis, psycho-educational evaluation, using tools to ascertain ability and learning style. Writing reports. 4. Strategies and resources for managing pupils with varying needs. Adapting the curriculum to pupils' needs. 	1.5
<p>Pupils with permanent learning difficulties: intellectual, sensory, motor, pervasive developmental disorders. Progressive and developmental characteristics. Intervention methods.</p> <ol style="list-style-type: none"> 1. Accepted terminology, classifications, categories and causes. 2. Evolutionary development characteristics of various disabilities and the respective psycho-educational implications (cognitive, psychomotor, linguistic and communicative, affective and social). 3. Resources and technical and human measures. 4. The role the teacher plays in early detection and assistance in diagnosis. 5. Constructing analysis instruments. Making and recording observations. 6. The role played by the pupil's family and their surroundings in the holistic and systemic intervention model. 	2
<p>Pupils with transient educational needs: difficulties in basic instrumental learning; linguistic and communication difficulties; pupils with ADHD; behavioural problems. Issues with pupils with a high level of ability.</p> <ol style="list-style-type: none"> 1. Accepted terminology, classifications, categories and causes. 2. Evolutionary development characteristics of various disabilities and the respective psycho-educational implications (cognitive, psychomotor, linguistic and communicative, affective and social). 3. The role the teacher plays in early detection and assistance in diagnosis. 4. Constructing tools for analysis. Making and recording observations. 5. The role played by the pupil's family and their surroundings in the holistic and systemic intervention model. 6. Technical and human resources. 	2

Module timetable (Elective module)

4. TEACHING AND LEARNING METHODS
4.1. Distribution of credits (in hours)

Total contact hours:	45
Total hours of independent study:	105
Total hours:	150

4.2. Learning activities, methods and resources

Introduction to each topic	Encouraging students to take an interest in and explore the module content. Learning theoretical concepts.
Analysis and debate	Shaping attitudes towards diversity in the classroom by analysing common behavioural patterns among pupils with varying needs and how it is dealt with in the school environment. Linking theory with practice.
Case studies	Summarising the principal classification systems and being aware of how they influence the expectations people have about disabilities. Classifying disabilities and using terminology correctly.
Group assignment	Debating and working together to reach decisions by consensus. Learning through active, mutual and interdependent interaction. Linking legal concepts to practice.
Mediation in learning	The image of the teacher as a mediator of learning. Using ICT resources to exchange ideas and for communication via the online learning platform (Blackboard). Using ICT and network resources.
Didactic principles	<p>Beginning with the cognitive structure, concepts and experiences of students.</p> <p>Stimulating purposeful and meaningful learning.</p> <p>Facilitating independent learning through individual and group assignments.</p> <p>Encouraging interaction between students in the group.</p> <p>Developing reflective processes for directing constructive criticism and self-evaluation.</p> <p>Demonstrating that methodological strategies and extra-disciplinary knowledge are mutually enhancing.</p>

5. ASSESSMENT: Assessment methods and marking criteria and grading scale

The student learning process is evaluated according to the criteria and methodology developed in the framework of continuous assessment.

5.1. Marking criteria:

- Deep understanding of the basic concepts belonging to the field of study of psychology and pedagogy in reference to the processes related to teaching and learning within the framework of Inclusive Education.
- Active and reflective participation in the analyzes and debates in class, cooperation in joint work, respect for different opinions and appropriate and correct communication (orally and in writing) of their own contributions.
- Search and organization of information in different formats and critical analysis of relevant information, from different sources, on the concerns related to the improvement of education for all students, related both to the knowledge of their characteristics and needs, and to the factors school children who interact with those.

5.2. Assessment methods:

The evaluation of the student learning process aims to measure their individual performance, as well as in the context of the small group and the large group.

In general, the measurement instruments described in section 5.3. next, they intend to obtain information about:

- Content assimilation:

The student will be assessed according to the degree of response to questions such as the following: Is the student able to identify the main "ideas-force" that have been analyzed?, Is he or she able to establish relationships between ideas and the basic concepts? Has he or she developed his/her own criteria with regard to the most controversial concepts or proposals? Has he or she read independently, drawn conclusions? Has he or she rigorously based the ideas presented? Is capable of extrapolate the ideas learned to other contexts or relate them to other subjects in the plan? Does he or she critically assess the sources used? Does he or she have an approximate idea of what he or she does not know in order to continue learning and inquiring?

- Participation, expression and attitudes:

In the same sense, the evaluation of this block will be done according to the answers to questions like: Has the student attended class regularly?, has he or she

done all the individual and group work that have been ordered? Does he or she participate in class by asking, giving opinions or answering questions from the teaching staff with relevant interventions? Has he or she completed his or her knowledge with non-obligatory readings or other information? Has he or she actively participated in the group work? or for his/her group work initiatives or activities ?, etc.

- Self-regulation of learning:

In the preparation of the personal portfolio, the student: does he or she present the work according to the norms, the deadlines and the established criteria? Is the presentation of the papers well organized? Do they have depth and quality? Is the folder with the documentation and notes organized? Does the "learning diary" include all the class sessions? Is the verbal and written expression clear and precise? Is he or she able of arguing and defending his or her ideas before others ?, etc.

5.3. Assessment tools and grading scale:

The instruments for assessing the knowledge of students measure individual and group performance, distributed in the following percentages:

- Individual part (up to 70% of the final grade): it is evaluated by means of the learning diary and the final metacognitive essay (20%) and the final exam of the semester: (40%).

In addition, the participation and capacity for self-regulation of learning described in section 5.2 will be assessed. (10%)

- Group part (up to 30% of the final grade): Practices (15%) and / or Final work of semester / presentation (15%)

5.4. Extraordinary evaluation:

It will be done through a final exam where the competences described in this guide are evaluated.

5.5. Student final evaluation:

Those who do not accept continuous evaluation will have to take a final exam on the official date. In order to access this evaluation model, the regulations of the UAH and the Dean of the Faculty must be followed. This model serves for both calls of the academic year.

5.6. If the health authorities consider necessary to suspend the teaching activity in the classroom or the circumstances of the subject require it, the teaching, or part of it, would continue with the online methodology until the suspension is lifted. Once this is done, the face-to-face modality would be applied.

6. BIBLIOGRAPHY

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- RINACE. Red Iberoamericana de Investigación sobre Cambio y Eficacia Escolar.
<http://www.rinace.net/>
- REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación.
<http://www.rinace.net/reicenumeros.htm>
- Revista Latinoamericana de Educación Inclusiva <http://www.rinace.net/rlei/index.html>
- Revista Internacional de Educación para la Justicia Social <http://www.rinace.net/riejs/>

Online resources

- <http://www.unesco.org/new/es/education/themes/strengtheningeducation-systems/inclusive-education/>
Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO). Educación inclusiva
- <http://www.european-agency.org/>
Agencia Europea para el Desarrollo de las Necesidades Educativas Especiales
- <http://www.oei.es/inclusiva.php> 34
Organización de estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI). Educación Inclusiva

NGOs:

- <http://www.csie.org.uk>
Centro de Estudios para la Inclusión Educativa (CSIE)
- <http://utopiadream.info/ca/> Comunidades de Aprendizaje

- <http://www.eenet.org.uk/>

Enabling Education Network (EENET)

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