

## TEACHING GUIDE

# MANAGING DIVERSITY IN THE CLASSROOM: FUNDAMENTAL PSYCHOLOGICAL CONCEPTS

Undergraduate Degree in Primary  
Education

University of Alcalá

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Academic year 2023-2024

SECOND YEAR– TERM ONE

## TEACHING GUIDE

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|---------------------------|--|
| Module Title:             | <b>MANAGING DIVERSITY IN THE CLASSROOM:<br/>FUNDAMENTAL PSYCHOLOGICAL CONCEPTS</b> |
| Code:                     | <b>420010</b>  |
| Degree:                   | <b>UNDERGRADUATE DEGREE IN PRIMARY<br/>EDUCATION</b>                               |
| Department:               | <b>EDUCATION SCIENCES<br/>Developmental and Educational Psychology</b>             |
| Type:                     | <b>Foundation course</b>   |
| ECTS Credits:             | <b>6</b>   |
| Year and Term:            | <b>Second year<br/>Term one</b>  |
| Teaching Staff:           | <b>Nuria Martín Romero</b>   |
| Staff Consultation Hours: | <b>Tuesday: 9.30-12.30<br/>Wednesday: 9.30-10.30/12.30-14.30</b>                   |
| Language of Teaching:     | <b>English and Spanish</b>   |

### 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. The subject *Managing diversity in the classroom: fundamental psychological concepts*, as a fundamental subject of the Education degree trains students in the theoretical-practical knowledge that should support teaching practice, while promoting reflective and critical thinking about educational inclusion and exclusion processes that are generated in classrooms and schools. The understanding of the school as a context of diversity is a fundamental competence in the design of the training of teachers, students of the Degrees of Primary Education and Early Childhood Education.

#### 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. Acquire autonomous learning strategies, as well as the disposition for continuous learning throughout life.
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><b>Block I. Perspectives on human differences.</b></p> <ol style="list-style-type: none"> <li>1. Diversity at school: a reference framework for the analysis of the educational response.</li> <li>2. The Spanish educational system: quality, equity and inclusion in current legislation.</li> <li>3. Historical journey: from Special Education to Inclusive Education. International perspective.</li> <li>4. Cognitive characteristics of conceptions: implicit theories and the concept of perspective in social facts.</li> </ol>   | 2 ECTS                 |
| <p><b>Block II. Students vulnerable to processes of exclusion, school failure or marginalization.</b></p> <ol style="list-style-type: none"> <li>1. The perspective change: from the individual or essentialist to the educational or contextual approach.</li> <li>2. Psychopedagogical criteria for Attention to Diversity.</li> <li>3. Students with a specific need for educational support (SNES): students with SEN; Late integration into the educational system, with learning difficulties and high capacities.</li> <li>4. Students at risk of school and social marginalization: absenteeism, bullying, disadvantaged socioeconomic status.</li> <li>5. The change in educational centers: The Inclusion Index as a self-assessment instrument.</li> </ol> | 2 ECTS                 |
| <p><b>Block III. Strategies and measures to adapt individual differences in the inclusive school. Orchestrate the presence, learning and participation of all students.</b></p> <ol style="list-style-type: none"> <li>1. School Culture, institutional conditions.</li> <li>2. The Universal Design of Learning.</li> <li>3. Work plan and design and development of significant curricular adaptations (ACIS).</li> <li>4. The family in the inclusion process.</li> <li>5. Family and school</li> </ol>  | 2 ECTS                 |

## Module timetable (Elective module)

### 4. TEACHING AND LEARNING METHODS

#### 4.1. Distribution of credits (in hours)

|                                   |     |
|-----------------------------------|-----|
| Total on-site hours:              | 42  |
| Total hours of independent study: | 108 |
| 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 (20%) and the final metacognitive essay (20%) and content understanding test (20%).

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): Final work of semester / presentation (30%).

### 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.

*During the development of the evaluation tests, the guidelines set out in the Regulation establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of irregularities committed during these tests, including the consequences for committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.*

## 6. BIBLIOGRAPHY

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- Booth, T., & Ainscow, M. (2011). *Index for Inclusion. Developing learning and participation in schools (3ª ed.)*. Bristol: CSIE.
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- Echeita, G., Simón, C. Sandoval, M., & Monarca, H. (2013). *Cómo fomentar las redes naturales de apoyo en el marco de una escuela inclusiva: propuestas prácticas*. Sevilla: Eduforma.
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Revista de Educación Inclusiva [http://www.ujaen.es/revista/rei/discaujaen\\_002.htm](http://www.ujaen.es/revista/rei/discaujaen_002.htm)

RINACE. Red Iberoamericana de Investigación sobre Cambio y Eficacia Escolar.

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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)

- <http://includ-ed.eu/>

European Network on Inclusive Education and Disability

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