



Attention to
Linguistic and
Cultural Diversity
**Degree in Education
Primary**



UNIVERSIDAD
NEBRIJA

GUIDE TEACHING

Subject: Attention to Linguistic and Cultural Diversity

Degree: Degree in Education Primary

Character: Basic

Language: Spanish/ English

Modality: On-site/Distance

Credits: 6

Course: 1st

Semester: 2nd

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1. COMPETENCES AND RESULTS OF LEARNING

1.1. Competencies

Basic skills

CB1 Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2 Students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study.

CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CB4 Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills

CG1 Ability to use skills specific to intellectual work (understand, synthesize, outline, explain, present, organize).

CG2 Ability to use a basic methodology for source research: analysis, interpretation and synthesis.

CG3 Ability to manage information.

CG4 Ability to clearly present, orally and in writing, complex problems and projects within their field of study.

CG5 Ability for learning and independent work.

CG6 Ability to work in a team, integrate into multidisciplinary groups and collaborate with professionals from other fields.

CG7 Ability for self-initiative, self-motivation and perseverance.

CG8 Heuristic and speculative ability to solve problems in a creative and innovative way.

CG9 Ability to carry out new projects and action strategies in real situations and in various areas of application, from a humanistic perspective.

CG10 Ability for interpersonal communication, awareness of one's own capabilities and resources.

CG11 Ability to adapt to new situations.

CG12 Ability to recognize diversity and respect multiculturalism.

- CG13** Sensitivity to environmental issues and to cultural and linguistic heritage.
- CG14** Ability to document one's own culture and acquire the knowledge and skills to communicate with other cultures.
- CG15** Ability to acquire and fulfill a professional ethical commitment.
- CG16** Ability to integrate, through critical reflection, what has been learned in its theoretical and practical dimensions and apply it to mediation in intercultural conflicts and multilingual spaces.
- CG18** Ability to use self-assessment and peer-assessment.
- CG19** Have the necessary training base to continue postgraduate studies (Master's degree), nationally or internationally.
- CG20** Knowledge and respect for fundamental rights and equality between men and women.
- CG21** Respect for the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.

Specific skills

- CEC1** Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.
- CEC2** Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.
- CEC3** Effectively address language learning situations in multicultural and multilingual contexts.
- CEC5** Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights that shape the values of civic education.
- CEC6** Promote coexistence in and outside the classroom, resolve discipline problems and contribute to the peaceful resolution of conflicts.
- CEC7** Stimulate and value effort, perseverance and personal discipline in students.
- CEC8** Know the organization of primary schools and the diversity of actions that comprise their operation.
- CEC10** Assume that the exercise of the teaching function must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- CEC11** Collaborate with different sectors of the educational community and the social environment.
- CEC13** Maintain a critical and autonomous relationship with respect to knowledge, values and public and private social institutions.
- CEC15** Reflect on classroom practices to innovate and improve teaching work.
- CEC16** Acquire habits and skills for autonomous and cooperative learning and promote it among students.
- CEC18** Selectively discern audiovisual information that contributes to learning, civic education and cultural wealth.
- CEC19** Understand the function, possibilities and limits of education in today's society and the fundamental skills that affect primary schools and their professionals.
- CEC20** Know quality improvement models with application to educational centers.
- CEM7** Know the fundamentals of primary education.
- CEM8** Analyze teaching practice and the institutional conditions that frame it.
- CEM9** Know the historical evolution of the educational system in our country and the political and legislative conditions of educational activity.
- CEM10** Know the processes of interaction and communication in the classroom.
- CEM11** Address and resolve discipline problems.
- CEM12** Promote cooperative work and individual work and effort.
- CEM13** Promote education in values aimed at preparing an active and democratic citizenship.
- CEM14** Know and address school situations in multicultural contexts.
- CEM15** Design, plan and evaluate teaching activities and learning in the classroom.
- CEM16** Know and apply innovative experiences in primary education.
- CEM17** Participate in the definition of the educational project and in the general activity of the center, taking into account quality management criteria.

CEM18 Know and apply basic educational research methodologies and techniques and be able to design innovation projects by identifying evaluation indicators.

CEM65 Analyze and understand educational processes in and outside the classroom related to the 6-12 period.

1.2. Learning outcomes

- To know the learning processes of the referred school stage.
- To know the factors (social contexts and motivations) that may affect teaching.
- To know the historical evolution of the Spanish educational system and the legislation that regulates the practice of teaching.
- To be able to discern and apply what constitutes good teaching practice.
- To be able to interact and communicate effectively in the classroom.
- To be able to apply conflict resolution techniques in the classroom.
- Be able to apply group dynamics to promote cooperation among students.
- Know the fundamentals of instructional design, planning and evaluation.
- To be able to analyze innovative experiences and methodologies.

2. CONTENTS

2.1. Requirements previous

None.

2.2. Description of the contents

- The school and the diversity social
- Management of conflicts
- Diversity social
- Education and failure school
- Importance of the school in the overcoming of roles established

2.3. Activities formative

On-site modality:

ACTIVITY FORMATIVE	HOURS	PERCENTAGE OF IN PERSON
AF1. Synchronous theoretical classes	22	100%
AF3. Practical classes. Seminars and	17	100%
AF4. Tutorials	14	100%
AF5. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%
NUMBER TOTAL OF HOURS	150	

Distance modality :

ACTIVITY FORMATIVE	HOURS	PERCENTAGE OF IN PERSON
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and	10	0%
AF4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
NUMBER TOTAL OF HOURS	150	

2.4. Methodologies teachers

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Methodologies teachers	Description
MD1	Expository method. Master class	Structured presentation of the topic by the teacher in order to provide information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate activities, case discussions, questions and presentations.
MD2	Individual study	Independent and reflective work by the student, in order to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD5	Case study	Analysis of a real or simulated case with the aim of understanding it, interpreting it, solving it, generating hypotheses, contrasting data, reflecting, completing knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences.

MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroassessment	Student evaluation by the teacher

3. SYSTEM OF ASSESSMENT

3.1. System of ratings

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of 5 September (BOE, 18 September), which establishes the European Credit System and the Grading System for official university degrees and their validity throughout the national territory.

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Excellent (NT)
- 9.0 - 10 Outstanding (SB)

The mention of "matricula de honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of honorary matriculation awards may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one Honors may be awarded.

3.2. Criteria of assessment

Ordinary Call

Modality: On-site

Systems of assessment	Percentage
Assessment partial	20%
Activities	20%
Stake	10%
Exam end	50%

Modality: Distance

Systems of assessment	Percentage
Activities	30%
Stake	10%
Exam end	60%

Extraordinary call

Modality: On-site

Systems of assessment	Percentage
Activities	40%
Exam end	60%

Modality: Distance

Systems of assessment	Percentage
Activities	40%
Exam end	60%

3.3. Restrictions

Minimum rating

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final test.

Attendance

The student who, without justification, fails to attend more than 25 % of the classes may be deprived of the right to take the exam in the ordinary call.

Writing rules

Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, taking into account grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

3.4. Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. *The use of quotations cannot be indiscriminate. Plagiarism is a crime.*

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4. LITERATURE

Literature basic

Watery Odina, T. and of the Elm, M. (2009). *Intercultural education. Perspectives and proposals*. Madrid: Project ALPHA.

Alvarez Castle, JL and Batanaz Palomares, L. (2007). *Intercultural education and immigration. Of the theory to the practice*. Library New.

Garcia Medina, R., Garcia Fernandez, JA and Dark Blacksmith, YO. (2012). *Strategies of attention to the diversity cultural in education*. Cataract

Montanuy, À. T., Abeledo, I.C., & Lalana, P.L. (2022). Intercultural education in Spain: Approaches to discourses and practices in primary education. *Profesorado, Journal of Curriculum and Teacher Training*, 26 (2), 367-391.

Dark Garcia, C. (2004). *The teaching of the Spanish as language foreigner in he context school. A approach intercultural of the teaching of the language*. Cataract.

Preece, S. (2016). *The Routledge Handbook of Language and Identity*. Routledge, <https://doi-org.ezproxy.nebrija.es/10.4324/9781315669816>

Salazar Caro, A., and Pérez, AL (2023). Teachers' linguistic attitudes towards linguistic diversity present in classrooms. *Revista signos*, 56 (111), 127-149.

Literature recommended

Arendt, H. (2007). Reflections about Little Rock. In *Responsibility and judgment*. Paidos.

Ballesteros B. and Gil, YO. (2012). *Diversity cultural and effectiveness of the school. A repertoire of hello good practices in centers of education mandatory*. Ministry of Education.

5. DATA OF THE EQUIPMENT TEACHING

The e-mail addresses of the professors and the academic and professional profiles of the teaching staff can be consulted at <https://www.nebrija.com/carreras-universitarias/grado-educacion-primary/#moreInfo#teachers>