Attention to Linguistic and Cultural Diversity
Degree in Early Childhood Education

UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject : Attention to Linguistic and Cultural Diversity

Qualification: Degree in Early Childhood Education

Character: Basic

Language: Spanish/English

Modality: In-person/ Distance

Credits: 6

Course: 1st

Semester: 2nd

Teachers / Teaching Staff: Dr. Mrs. Noelia Pelicano Piris; Dr. Mrs. Ana Fernandez Alonso; Dr. Mrs. Clara Planchuelo Fernandez; Dr. Mr. Pedro Antonio García Tudela

1.   COMPETENCES AND LEARNING OUTCOMES

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
CG2 Conceive the teaching profession as a lifelong learning process that adapts to scientific, pedagogical and social changes throughout life and is committed to innovation, quality of teaching and the renewal of teaching practices, incorporating processes of reflection in action and the contextualized application of experiences and programs of well-founded validity.
CG4 Promote and guarantee respect for Human Rights and the principles of universal accessibility, equality, non-discrimination and democratic values and the culture of peace.
CG10 Interpersonal relationship skills, teamwork and multidisciplinary group work.
CG11 Recognition of diversity and multiculturalism.
CG12 Ability to make an ethical commitment.

Specific skills
CEC7 Understand the organization of early childhood education schools and the diversity of actions that comprise their operation. Assume that the exercise of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.
CEC8 Act as a counselor for parents in relation to family education in the 0-6 period and master social skills in dealing with and relating to the family of each student and with families as a whole.
CEC9 Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it in students.
CEC11 Design and regulate learning spaces in diverse contexts that address the unique educational needs of students, gender equality, equity and respect for human rights.

CEC12 Promote coexistence in and out of the classroom and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and know how to reflect on them.
CEM9 Create and maintain communication links with families to effectively influence the educational process.
CEM10 Know and be able to exercise the functions of tutor and counselor in relation to family education.
CEM11 Promote and collaborate in actions inside and outside of school, organized by families, city councils and other institutions with an impact on civic education.
CEM12 Critically analyse and incorporate the most relevant issues of today's society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational relations; multiculturalism and interculturality; discrimination and social exclusion; and sustainable development.
CEM13 Know the historical evolution of the family, the different types of family, lifestyles and education in the family context.

1.2. Learning outcomes

-   Understand and value the role of families in learning.
-   Be able to take action to encourage family cooperation in the educational process.
-   Know the different family contexts and be able to analyze their impact on the educational process.
-   Be able to critically analyze the relevant issues of today's society and assess their effects on the educational process, as well as the effect of the media on learning related to this stage.
-   Be able to include family-community cooperation actions in the educational process.
-   Know the tasks of a tutor, their responsibilities and role within the educational process.
-   Be able to communicate values of solidarity and cooperation.
-   Critically analyze the role of socializing contexts in educational and learning processes
-   Understanding the meaning of early childhood education in the context of 21st century society
-   Recognize learning spaces, in contexts of diversity, that address equality and equity.
-   Study of the socio-cultural aspects of the foreign language and problems that arise in intercultural communication.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

-   The school and social diversity.
-   Conflict management.
-   Social diversity.
-   Education and school failure.
-   The importance of school in overcoming established roles.
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2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	22	100%

AF3. Practical classes. Seminars and workshops	17	100%
AF4. Tutorials	14	100%
AF5. Working in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%
TOTAL NUMBER OF HOURS	**150**	

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100
TOTAL NUMBER OF HOURS	**150**	

2.4. Teaching methodologies

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

Code	Teaching methodologies	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, applying 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	Teacher assessment	Student evaluation by the teacher

3. EVALUATION SYSTEM

3.1. Grading system

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 "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of Honors 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. Evaluation criteria

Ordinary call

Modality: In person

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance learning

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum rating
In order for there to be an adequate average with the previous weights, it is necessary to obtain at least a grade of 5 on the final test.

Attendance
The student who, unjustifiably, stops attending more than 25% of the face-to-face 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

Antonio de Nebrija University will not tolerate plagiarism or copying in any case. The reprodicution of paragraphs from audit texts other than that of the student (Internet, books, articles, works of colleagues …) will be considered plagiarism, when the original source from which they come is not cited . *The use of citations cannot be indiscriminate. Plagiarism is a crime.*

In case of being detected of this type of practice, it will be considered a Serious Fault and the sanction provided for in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

Aguado Odina, T. y del Olmo, M. (2009). *Intercultural education. Perspectives and proposals*. Madrid: Proyecto ALFA.

Álvarez Castillo, J.L. y Batanaz Palomares, L. (2007). *Educación intercultural e inmigración. De la teoría a la práctica*. Biblioteca Nueva.

Besalú, X. (2002). *Diversidad cultural y educación*. Síntesis.

García Medina, R., García Fernández, J.A. y Moreno Herrero, I. (2012). *Estrategias de atención a la diversidad cultural en educación*. Catarata

Moreno García, C. (2004). *La enseñanza del español como lengua extranjera en el contexto escolar. Un enfoque intercultural de la enseñanza de la lengua*. Catarata.

Murphy, E. (Ed.) (2011). *Welcoming Linguistic Diversity in Early Childhood Classrooms. Learning From International Schools*. Multilingual Matters.

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

Recommended bibliography

Arendt, H. (2007). Reflexiones sobre Little Rock. En *Responsabilidad y juicio*. Barcelona: Paidós.

Ballesteros B. y Gil, I. (2012). *Diversidad cultural y eficacia de la escuela. Un repertorio de buenas prácticas en centros de educación obligatoria*. Ministerio de Educación.

Skliar, C. (2003). *¿Y si el otro no estuviera allí? Notas para una pedagogía (improbable) de la diferencia*. Buenos Aires: Miño y Dávila.

5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at: https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3