

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: Mrs. Marina Serrano Carot

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 Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field 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 Ability to reflect on classroom practices to innovate and improve teaching; to acquire habits and skills for autonomous and cooperative learning; and to foster these 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 their 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 lecture	Structured presentation of the topic by the teacher to facilitate information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate, discussion of cases, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, to deepen the acquisition of the 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 significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.

MD5	Case studies	Analysis of a real or simulated case to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete 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. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroevaluation	Teacher's evaluation of the student

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with Article 5 of Royal Decree 1125/2003 of September 5 (BOE, September 18), which establishes the European Credit Transfer System (ECTS) and the official grading scale for university degrees, valid throughout the national territory.

0 - 4.9 Fail (SS)

5.0 - 6.9 Pass (AP)

7.0 - 8.9 Good (NT)

9.0 - 10 Outstanding (SB)

The distinction of "**Matrícula de Honor**" (**Honors**) may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

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 qualification

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 standards

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

3.4. Warning about plagiarism

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established 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>