

TEACHING GUIDE

ATTENTION TO DIVERSITY AND EDUCATIONAL INCLUSION: DIDACTIC IMPLICATIONS

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

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I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

Attention to diversity in the educational field is a fundamental aspect to ensure the inclusion of all students. Understanding that each person is diverse, we will recognize that everyone is a unique source of richness to share in the classroom. Inclusive education, the values inherent to a center that embraces diversity, and policies that promote the cross-cutting actions that favor equity and guarantee educational opportunities are the essential pillars that underpin the LOMLOE (Organic Law for the Modification of the Organic Law on Education). LOMLOE reflects the essence inherited from international treaties that advocate for education as a fundamental right accessible to all citizens.

In this matter, we will move away from the outdated model of curricular adaptations, using it as a reference to understand where we come from and where we want to go. This aims to pave the way for strategies that have proven their worth as paths that truly promote inclusion, such as Universal Design for Learning (UDL). UDL encourages a shift in the foundations of the training of the individuals who will lead the classrooms of the future: teachers committed to the heterogeneity of students, capable of designing their proposals from an inclusive perspective.

III.-Learning outcomes

CGI01. Capacity for analysis and synthesis
 CGI02. Organizational and planning capacity
 CGI03. Oral and written communication in the mother tongue
 CGI04. Knowledge of a foreign language.
 CGI05. Computer skills related to the field of study
 CGI06. Information management capability
 CGI07. Troubleshooting
 CGI08. Decision-making
 CGP04. Recognition of diversity and multiculturalism
 CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
 CG05. Acquire the necessary learning skills to expand their studies autonomously.
 CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
 CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE05 . Respect for cultural and personal differences of students and other members of the educational community.
 CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .
 CE07 . Ability to perform the tutorial function, guiding students and parents and coordinating the educational action referred to their group of students.
 CE08 . Commitment to enhance the academic performance of students and their school progress, within the framework of an integral education.
 CE01 . Know the different curricular areas of Primary Education (especially the subject that concerns us) with all the elements of the Teaching/Learning process and the interdisciplinary relationship between the areas.
 CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
 CE03 . Create learning environments that encourage empathy , social behavior , autonomy and multicultural coexistence systematically observing the social , family and school environment. (Contextual and natural social perspective) .
 CE04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).
 CE05 . Acquire strategies, based on a coordinated work between various professionals to guide families in issues related to the development and education of students from 6 to 12 years old. (Perspective of coordination with other professionals and attention to families)
 CE06 . Detect possible difficulties that students may present and develop didactic strategies and curricular adaptations promoting the educational and social inclusion of students. Promote a climate of coexistence in the classroom and resolve conflicts that may arise peacefully. (Perspective of Attention to Diversity)
 CE14. Effectively address language learning situations in multicultural and multilingual contexts. Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

THEORETICAL CONTENTS:

1. Educational Models (from exclusion to inclusive education).
2. Foundations, Principles, and Dimensions of Inclusive Education
3. Direct and Indirect Beneficiaries of Inclusive Education
4. Barriers to Learning and their Didactic Implications
5. Universal Design for Learning

IV.B.-Training activities

Type	Title
Resolution of exercises, problems, case studies	Development of activities based on a previously described educational context.
Lectures	Critical analysis of compulsory reading and audio-visual material.
Practical sessions	Design, development and delivery of training activities
Test and/or exams	Written test.

V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	26
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	10
Related activities: conferences, seminars, etc.	8
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	60
Preparation for tests and/or exams	12
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 15	Lectures related to the contents of the content of the subject.
Practical sessions	Week 1 to Week 15	Carrying out training activities, presentations, resolution of cases and analysis of readings and audiovisual material. audiovisual material.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Assessment Criteria

The assessment of the course is divided into four distinct components:

•**20% Written Evaluation Test:** This test will assess the essential theoretical content of the course and will take place around the middle of the semester. A minimum score of **6 out of 10** is required to pass this test and, consequently, the course. This test is subject to reassessment and must be passed in order to average with the other components of the evaluation system.

•**70% Practical Application of Knowledge and Presentations:** Students will complete **four group-based practical assignments** throughout the semester. Each assignment will be graded and weighted independently. To pass this component—and therefore the course—a **minimum overall score of 6 out of 10** is required, based on the weighted average of all activities included in this section. These activities and presentations are **mandatory** and must be completed in groups; **individual submissions are not permitted** under any circumstances or in any assessment period. This component is also subject to reassessment and must be passed in order to average with the other components of the evaluation system.

Important: In order to be eligible for reassessment during the extraordinary exam period, students must have submitted the corresponding assignments during the regular assessment period.

•**5% Case Study Resolution:** Development of practical case studies presented in class. This component is **not subject to reassessment** and does **not require a minimum score**.

•**5% Reading and Source Commentary:** Critical and reflective commentary on readings, texts, and other materials provided by the teaching staff. This component is **not subject to reassessment** and does **not require a minimum score**.

It is essential to **independently pass both the "Written Evaluation Test" and the "Practical Application of Knowledge and Presentations"** components in order to pass the course. If either is not passed, students may retake the failed reassessable components during the extraordinary exam period, provided they meet the specific requirements outlined above for each item, or revise the necessary elements to achieve the minimum required score in each of these two components.

Type of activity	Activity	Description	Weight	Minimum Score	Reasseassable
Theoretical test: a minimum score of 6 out of 10 is required to pass this part of the course	Written Exam	In - p e r s o n evaluation of the course content, held mid-semester (exact date to be confirmed in class).	20%	6	yes
P r a c t i c a l application and presentations: a minimum score of 6 out of 10 is required to pass this part of the course and to pass the subject. all the assignments are in groups (invidual submissions are not allowed).	Completion of three group-based practical assignments"	Practical aplication of UDL principle I.	20%	No	Yes
		Practical aplication of UDL principle II	20%	No	yes
		Practical aplication of UDL principle III	20%	No	yes
		group exposition about practical application of UDL that will be held during the official call of exams (may)	10%	No	No
Resolution of case studies	Development of practical case studies presented in class"	Active student participation in classroom activities proposed throughout the semester, aimed at solving practical case studies."	5%	No	No



Critical reflections on readings, texts, and additional materials provided by the teacher.	Development of critical and reflective commentaries on the material provided by the teacher	Active student participation in producing commentaries and reflections on specific materials provided by the teaching staff for classroom discussion.	5%	No	No
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Plagiarism

All academic activities and assignments must be original. When using external sources or excerpts, they must be properly cited. Cases of total or partial plagiarism will result in the assignment not being evaluated.

Early Examination Session

(For students who request and are granted early assessment, in accordance with the requirements established in the URJC Regulations on the Evaluation of Learning Outcomes)

The evaluation of the course in the early session will consist of two distinct components, both of which must be passed independently with a **minimum score of 6 out of 10** in each:

1. Practical Application and Presentations (70%)

The student must complete an in-person practical test demonstrating mastery of the subject and practical reasoning related to the course content. This test will focus particularly on inclusive practices and, most notably, on Universal Design for Learning (UDL). A minimum score of **6 out of 10** is required to pass this component.

2. Written In-Person Test (30%)

The student must pass a written multiple-choice test covering the full theoretical content of the course. A **minimum score of 6 out of 10** is required to pass the test and, therefore, the course.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: No.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty



Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

VIII.-Teaching resources and materials

Basic bibliography

Diseño Universal para el Aprendizaje. Pautas para su introducción en el currículo. Alba Pastor, Sánchez Serrano y Zubilaga del Río.

El aula diversificada: dar respuesta a las necesidades de todos los estudiantes.

Aulas Inclusivas. María Eugenia Pérez. Ed Altaria.

Neuroeducación y diseño universal de aprendizaje: Una propuesta práctica para el aula inclusiva (Recursos educativos). Coral Elizondo Carmona, 2023

Diseño Universal para el Aprendizaje: educación para todos y prácticas de enseñanza inclusivas. Carmen Alba Pastor.

UDL now. A teacher's guide to applying Universal Design for learning in today's classrooms. Katie Novak. CAST professional publishing

Attention to Diversity and educational inclusion: didactic implications. Student Handbook. José Luis López Bastías, Miriam Díaz Vega, Rosa Espada Chavarría y Ricardo Moreno Rodríguez. Disponible en abierto en BURJC digital

Consultation bibliography

IX.-Professors

Name and surname	INMACULADA GARROTE CAMARENA
E-mail address	inmaculada.garrote@urjc.es
Department	Ciencias de la Educación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docencia	2

