

**COURSE DATA****DATA SUBJECT**

**Code:** 33448  
**Name:** Service in the face of diversity  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1306 - Degree in Social Education	Educational guidance and diversity	ELECTIVES

**COORDINATION**

MORAL MORA ANA MARÍA

RAMOS SANTANA GENOVEVA

**SUMMARY**

English

With this subject it is intended that Social Education students know the individual and contextual differences that give rise to social diversity. Powell and Royce's model of personal individuality serves as the basis for understanding that individual sensory, motor, cognitive and affective differences in thinking styles and values constitute a systemic and interactive set of variables that social education must take into account integratively, framing them, in turn, in the different contexts that are configured. The evolution of diversity treatment and the responses given in intervention programs throughout the life cycle of people are studied. Human diversity is a multidimensional reality that requires educational intervention, differential as well as integrating, of differences, in order to simultaneously address the individual and social development of people, whatever their situation in the process of their development. personal.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

Not required

## COMPETENCES / LEARNING OUTCOMES

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Acknowledge and respect diversity and promote interculturality.

Advise and accompany individuals and groups in socio-educational development processes.

Be able to develop, promote and revitalise interpersonal communication skills.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Know the principles and fundamentals of attention to diversity.

Show active ethical commitment to human rights, gender equality and sustainability.

## DESCRIPTION OF CONTENTS

**1. Explanation of the "difference". Role and tasks of the educator and the social educator in the attention to diversity.**

**2. Evolution and current state of attention to diversity from the perspective of the educator and the social educator.**

**3. Current model of action in attention to diversity from different perspectives.**



**4. Role of the mediation of the educator and the social educator before diversity.**

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	30,00
Computer classroom practice	15,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	12,50
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	55,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>

**TEACHING METHODOLOGY**

The teaching methodology will depend on the organizational modalities and time distribution established by the department. For the development of most face-to-face activities, the student must carry out a series of tasks:

a) Before the activity: carry out readings, prepare materials, inquiries, review knowledge, deliver summaries or other tasks that are requested.

B) During the face-to-face activity: listening and taking notes, comparing, contrasting, generating your own ideas, and / or in the seminars, actively participating, communicating, debating ... Merely passive attendance will be valued negatively.

c) After the face-to-face activity: complete, organize and integrate knowledge, make reports, reports, etc. and those complementary activities that are requested.

During the classes some thematic nuclei will be analyzed and discussed based on studies, analyzes or elements related to the contents of the subject.

**EVALUATION**

To ensure the acquisition and development of the skills (knowledge, procedural and attitudinal) associated with the subject, the assessment will be carried out through various procedures, taking into account the



activities carried out by the students. The following procedures will be used, among others:

Short answer tests: Understanding of concepts, acquisition and application of knowledge

Portfolios: Collection of information to derive the grade based on class attendance, the presentation of work, reports, practices, self-assessment exercises, productions carried out throughout the term.

Each of these procedures will be assigned a percentage of the final mark according to the importance given. This percentage will be presented in class and in the presentation of the subject.

The rating system will be expressed by numerical rating in accordance with the provisions of the regulations (RD 1125/2003 de 5 de september) establishing the European credit system and the qualification system for university degrees of official character and validity throughout the national territory. To consider:

- There is no difference in the evaluation procedure between the first and second calls.

The evaluation sections are recoverable on second call.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES



- Referencia b1: ARRIETA IRIAKEZ, F.J. (2019). Cooperativas y empleo de calidad para las personas con discapacidad. ARANZADI Referencia b2 BARTON, L. (Comp.) (2020). Superar las barreras de la discapacidad. Morata. Referencia b3: CAPARRÓS CIVERA, N. y CUESTA RUÍZ-CLAVIJO, A.B. (Coord.) (2022). El acompañamiento en la intervención social. PRAXIS Referencia b4: GIL MEMBRADO, C. y PRETEL SERRANO, J.J. (Coord.) (2021) Un nuevo orden jurídico para las personas con discapacidad. BOSCH. Referencia b5: González Galán, M.A., Trillo Miravalles, M.P. y Góig Martínez, R.M. (Coord.) (2019) Atención a la diversidad y Pedagogía diferencial. UNED Universidad Nacional de Educación a Distancia. Referencia b6: SCHURR, M.C. (2018). Alegría sobre ruedas: discapacidad sin límites. FRESHBOOK Referencia b7: Sánchez Torrejón, Begoña. Torres Fernández, Cristóbal. Morales Sánchez, Lucía. Ritacco, Paola (2025). Logros y desafíos en la inclusión de la diversidad sexogenérica y afectiva. Dykinson. ISBN: 9791370060718 Referencia b8: Martínez Otero, Valentín (2019). Educación y diversidad cultural. Editorial CCS Referencia b9: Vega Caro, Luisa y Vico Bosch, Alba (coordinación) (2023). Igualdad de género y atención a la diversidad. Dykinson. ISBN 9788411705417