# Mapa de recursos digitales para el estudio de la Interculturalidad en la escuela

Yolanda Martín-González, Ana Iglesias-Rodríguez y Azucena Hernández-Martín

Facultad de Traducción y Documentación y Facultad de Educación

Universidad de Salamanca

## Resumen

La digiculturalidad expresa una realidad integradora de competencias clave para poder hablar de un aprendizaje intercultural en entornos virtuales, a los que poder acceder desde la escuela (Priegue y Leiva, 2012). En la actualidad, estas competencias han adquirido una relevancia social y educativa tal que las convierte en herramientas imprescindibles para afrontar la igualdad de oportunidades y la inclusión social; a la vez que se constituyen en un entorno ecológico específico para el desarrollo de la interculturalidad desde los contextos escolares (Hernández e Iglesias, 2017).

Partiendo de esta reflexión, en este trabajo se pretende elaborar un mapa de recursos digitales sobre interculturalidad que sirva como herramienta de apoyo en el proceso de enseñanza-aprendizaje de la competencia intercultural. Asimismo se persigue poner en valor la información y el conocimiento como recursos contra la discriminación, el racismo, el prejuicio y estereotipos de diversa índole.

Para conseguir tales fines se identifican y seleccionan las fuentes de información pertinentes, se propone una clasificación según sus características y finalidad, y se describen sus principales prestaciones.

La existencia o no de recursos especializados en la materia objeto de estudio permitirá comprobar la relevancia otorgada a la interculturalidad en una sociedad globalizada.

**Palabras clave**

Interculturalidad; digiculturalidad; recursos digitales; recuperación de información.

**Contacto :**
Ana Iglesias Rodríguez. Universidad de Salamanca. anaiglesias@usal.es

# Map of digital resources for the study of Interculturality in schools

## Abstract

Digiculturality expresses an integrating reality of key competences in order to be able to speak of intercultural learning in virtual environments, which can be accessed from school (Priegue and Leiva, 2012). At present, these competencies have acquired a social and educational relevance that makes them essential tools to face equality of opportunities and social inclusion, while constituting a specific ecological environment for the development of interculturality from school contexts (Hernandez and Iglesias, 2017).

Starting from this reflection, this work aims to develop a map of digital resources on interculturality that serves as a support tool in the teaching-learning process of intercultural competence. It also seeks to value information and knowledge as resources against discrimination, racism, prejudice and stereotypes of various kinds.

To this end, relevant sources of information will be identified and selected, a classification according to their characteristics and purpose will be proposed, and their main benefits will be described.

The existence or not of specialized resources in the subject matter of study will make it possible to verify the relevance given to interculturality in a globalized society.

**Key words**

Interculturality, digiculturality, digital resources, information retrieval.

## 1. Introduction

The plural and diverse society we live in is changing dramatically as a consequence of international migration and globalization. All this triggers important social changes that have a great impact on the area of education, which has to face, not without difficulty, a new context full of social and technological opportunities and challenges, where teachers must be ready to adjust their conceptions to new ways of teaching and attending to diversity. This means that teachers must adapt their profession to a constantly changing educational environment by using effective pedagogical practices that may meet the shifting requirements of students and society with the purpose of achieving real inclusion of students from minority or immigrant backgrounds (European Commission, 2017).

The study presented in this article shows a map of the existing digital resources associated with interculturality and related topics (ethnocultural, linguistic and religious minorities, gender, sexual orientation, ability, socioeconomic status, among others) that might serve as an information space and training tool for teachers to act as cultural mediators and facilitators of learning for their students to develop their intercultural competence to its fullest extent.

### Interculturality and intercultural competence

The ongoing migrations that started in the last decades are leading to the mixing of people from different cultural backgrounds, and this can be observed in the school context, since there are increasingly heterogeneous and multicultural students who have to be educated

in a comprehensive manner that teaches them to be, do and live together (UNESCO, 1996; Quintero-Solano *et al.,* 2019).

Interculturality in education should be regarded as a factor to enhance educational quality, able to bring about positive synergies to transform reality (Leiva, 2019), in terms of democratic learning, living together, appreciation for others and mutual acknowledgement to be able to engage in democratic conversation (Soriano, 2005). All this, mainly so that students might develop into full-fledged citizens (López-Vélez, 2018).

Because of the above, success in the development of intercultural education largely depends on teachers' making use of all their personal resources (OECD, 2001; European Commission, 2004) to address specific situations in defined contexts (Iglesias, 2008, 2009) and on their acquiring, developing and putting in practice the intercultural competences required to effectively function in an intercultural environment as complex as the current one (Leiva, 2010; Santos-Rego *et al.*, 2014; Peñalva and Leiva, 2019).

Likewise, it also falls to teachers to provide their students with the necessary resources, strategies, tools and intercultural competences for the development of critical thinking, which is essential to make responsible decisions when faced by challenges and to awaken in them a true sense of belonging based on their own positive contributions to society (Council of Europe, 2018).

Currently, interculturality is not only built on a social face-to-face basis, but also on another cultural and virtual one, namely digicultural (Leiva and Almenta, 2013), that reveals a reality characterized by the integration of key competences that allow us to speak of intercultural learning in virtual environments (Priegue and Leiva, 2012). Such competences have gained significance to the point of becoming essential tools to address equal opportunities and social inclusion, while at the same time forming a specific ecological environment for the development of interculturality from school contexts (Hernández and Iglesias, 2017).

Accordingly, information literacy (IL), regarded as one of the key competences for effective participation in the Information Society, and one of the social inclusion formulas that favours lifelong learning, has much to say on the issue, as will be subsequently discussed.

## Information literacy for a multicultural/intercultural society

Among the different social inclusion strategies, information literacy (IL) is regarded as especially important as the "education key in the information society and the guiding light to function within it" (García Gómez, 2013, p.48).

IL allows us to identify a need for information, know how to address it using the relevant tools and assess the results obtained to convey them in the most appropriate manner. The Prague Declaration (2003) was the context for the proposal of a series of basic Information Literacy principles, among which Pinto and Sales (2007) highlight the following:

> Information Literacy, in conjunction with access to essential information and effective use of ICT, plays a leading role in reducing the digital divide within and among countries, and in promoting tolerance and mutual understanding through information use in multicultural and multilingual contexts. (p.320)

In the school context, information literacy must be developed at two different levels: in teachers, who must be able to locate, retrieve, assess and disseminate the appropriate information to create teaching material to work on interculturality in the classroom; and in students, who must be equally able to identify it, seek it and approach it with a critical mind.

## 2. Digital resources on the subject of interculturality

An information resource map is a tool that, used as a guide or directory, provides knowledge of the different information sources that exist on a certain subject, as well as those related to it. It also makes the categorization of the different types of identified resources possible through the definition of different typologies. In this particular case, the directory offered below is intended to serve as a reference for teachers who work on interculturality and intercultural competence at schools, considering it in relation with digital competence and the development of digital literacy.

Over the last years, several studies have been conducted –especially from the area of education– aimed at offering a directory of specialized interculturality resources, among them the bibliographical resources index drawn up by Aguilar (2007) on children's and young people's literature, interculturality and interdisciplinarity; the list of information sources available on the Internet, drawn up by Borrero (2009) for the building of knowledge on interculturality and multiculturality; the recommended bibliography to work on intercultural competence in the classroom, where Rodríguez Navarro (2012) includes national and international publications and a list of webpages and websites on interculturality; the paper where Hernández and Iglesias (2017) propose a specialized digital resources and best practices bank to work on attention to diversity and interculturality; and, more recently, the study published by Palchevich (2019), where teachers and librarians have access to a good practices guide to develop inclusive digital resources that are applicable to any education project.

However, the volatility of many of the Internet links and URLs, added to the constant increase in the amount of information available from the Web, makes it difficult for the resources gathered in the mentioned works to maintain their durability and validity (Borrero, 2009), which calls for a periodic review of the digital resources proposed and the upgrade of directories.

Regardless of the fragility of its medium, the truth is that teachers can find a wealth of digital resources of different kinds on the Internet. These resources can be used in as many ways as the teacher's imagination and skills allow (Córcoles, 2011). However, identifying and locating such tools is not an easy task, since it requires knowledge of information sources through which the relevant and quality resources can be retrieved.

General search engines like Google are not enough when teachers seek information and training in the area of equality and diversity in education, since the Internet stores abundant and scattered information that not always meets the minimum quality standards to be reused in educational contexts. Therefore, teachers should be provided with a reference guide that can help them when preparing the teaching material required to work on intercultural competence in the classroom. Likewise, throughout the stages that make up compulsory education, these resources can also be used as material to address not only intercultural competence, but also digital and information literacy among students, who are to develop the skills and abilities required to find and select information using ICT (Figure 1).

Most of the interculturality information sources identified come from the education environment, although they can also be found in association with public administration institutions and agencies, associations, NGOs and the area of library services. Likewise, there are bibliographical sources that provide scientific information on the object of study. On the other hand, according to their geographic origin, we must distinguish between national and international resources.
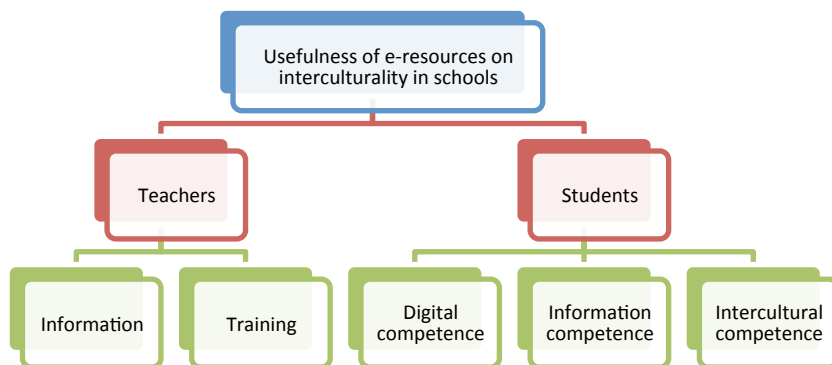
*Figure 1.* Usefulness of digital resources on interculturality

Taking the studies mentioned earlier as a basis, the different digital resources currently available on the Internet have been identified and located, so that teachers can be provided with an updated and thorough guide of them through the addition of typologies that have not been considered in previous studies.

The building of the map involved searches in different information retrieval systems, such as general and specialized search engines and browsers, repository and journal directories, institutional and academic portals, collections, bibliographical portals and institutional websites, mainly.

Resources were selected according to the following criteria:

- Subject matter, namely interculturality, but also inclusion, immigration, ethnic and linguistic minorities, etc.
- Medium: all the resources should be available in digital format.
- Educational stage, considering resources that might be useful for teachers working in the stages that make up compulsory education in Spain.
- Origin: special attention has been paid to resources produced in Spain or in Spanish-speaking countries, although a few others from European and international settings have also been included.
- Access: priority has been given to information sources that are freely available from the internet and to those that are open access.
- Publication date: emphasis has been placed on the resources available at the time of the study.

According to these criteria, digital resources on interculturality could classified into the following categories:

The lines below provide a description of the selected digital specialized resources on interculturality, multiculturality and related topics.

**Educational e-resources**

Since interculturality is one of the learning contents to be addressed in compulsory education, it is common for most of the resources found to have been drawn up by teachers and/or educational institutions. As could be expected, the nature of such resources is markedly didactic, allowing work on certain/some of the specific aspects that are to be acquired for the development of intercultural competence based on teaching proposals.
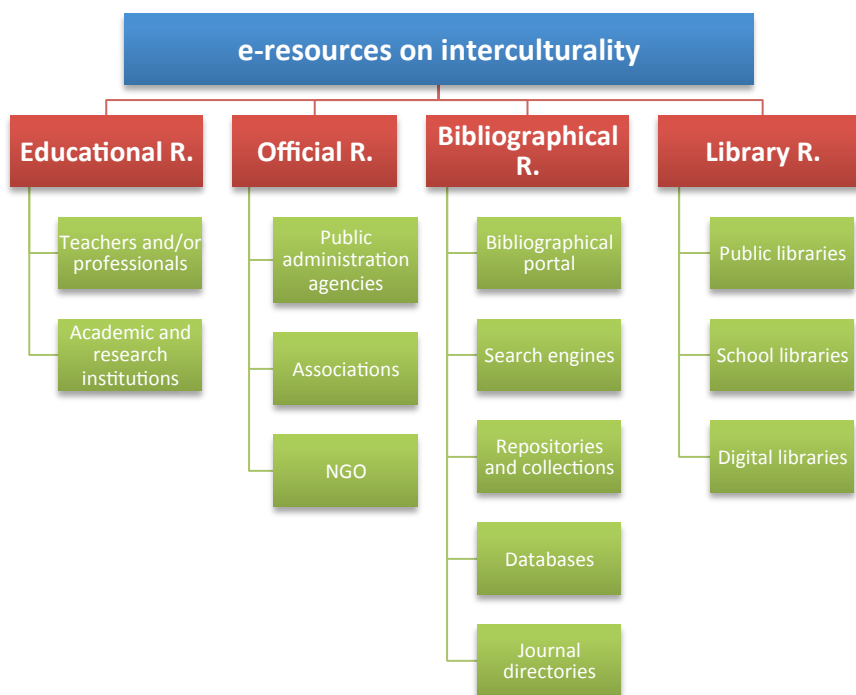
*Figure 2.* Intercultural e-resources map

The resources listed below have been developed by teachers or education centres and mostly consist of teaching material proposals, experiences and good practice.

**EDUALTER** <http://www.edualter.org/index.htm>

Portal of educational resources for peace, development and interculturality that includes pedagogical proposals to work on these topics at school, bibliographical and multimedia resources, films, useful links, and a directory of people and/or institutions related to diversity in education.

**Atlas de la diversidad** <http://www.atlasdeladiversidad.net>

Interactive tool developed jointly by different schools from different countries. It works at the same time as a social network for teachers and students and as a multimedia library that draws from the contributions of its members. Its aim is to create a multiculturality and multilingualism map that shows the differences among member countries from a different perspective based on mutual exchange and enrichment. It also serves as a repository where multimedia curricular content is organized into learning areas, topics and geographical areas. Information updates are carried out on a daily basis.

**Juegos interculturales** <https://jugamos.jimdo.com/juegos-interculturales/>.

This resource provides different intercultural dynamics proposals to encourage communication among people from different linguistic and cultural backgrounds, thus fostering inclusion.

As part of the group of educational resources it is a must to mention the academic and research institutions responsible for progress in matters of multiculturality, inclusion and attention to diversity. This is the case with research groups whose main focus is the study of interculturality: **INTER** of the National university of Distance Education

<https://www2.uned.es/grupointer/> and **GREDI** of the University of Barcelona <https://www.ub.edu/web/ub/es/recerca_innovacio/recerca_a_la_UB/grups/fitxa/G/EDUMULTI/index.html>. Their respective websites grant access to doctoral theses, scientific articles, monographs, papers presented at conferences and links to intercultural education websites.

**Red de Escuelas Interculturales** <http://ligaeducacion.org/escuelasinterculturales/>

The Liga Española de la Educación (Spanish Education League) is in charge of the Red de Escuelas Interculturales (Network of Intercultural Schools), whose purpose is to raise society's awareness of cultural diversity. Its website provides access to the *La Liga* journal, edited by the NGO itself, as well as to books, articles and publications in pdf. format.

**Red Internacional de Estudios Interculturales** <http://red.pucp.edu.pe/ridei/>

The Catholic University of Peru is responsible for this network built by experts in different disciplines with the common denominator of the study of citizenship in intercultural contexts and the challenges of a multilingual and pluricultural reality.

## Official e-resources

The different institutions, agencies, entities and associations that work for understanding and respect towards minority groups are, likewise, important reference points in the study of interculturality, since they generally offer non-stereotyped information that contributes to a better understanding of their reality.

These sources facilitate access to a variety of official documents: regulations, framework and reference documents, reports, statistics, universal declarations of linguistic and cultural diversity rights and case laws (Borrero, 2009).

Within this category, it is appropriate to include the web portals of ministries with competence in educational matters –in Spain: the **Ministerio de Educación y Formación Profesional (Ministry of Education and Vocational Training)** <http://www.educacionyfp.gob.es/portada.html> and social policy, the **Portal de Inmigración (Immigration Portal)** of the Ministry of Labour, Migrations and Social Security <http://extranjeros.mitramiss.gob.es/es/index.html>; and public administration agencies, associations and NGOs involved in working on equality, social welfare and immigration, among others.

Some of the e-resources under this category are:

**Portal EducaTolerancia.com** of the Ministry of Health, Consumer Affairs and Social Welfare <http://www.educatolerancia.com/interculturalidad-recursos-educativos/>, an interesting platform that provides access to information and tools on interculturality and inclusive education.

**Observatorio Español del Racismo y la Xenofobia (OBERAXE)** <http://www.mitramiss.gob.es/oberaxe/es/index.htm>

The Secretariat of State for Migrations of the Ministry of Labour, Migrations and Social Security launched the Observatory with the purpose of gathering and analysing the available information on racism, xenophobia and hate crime under a thematic index and a chronological index that provide access to projects, reports, surveys and resources on such subjects.

**Aula Intercultural** <https://aulaintercultural.org/>

This education portal that belongs to the General Union of Workers (UGT) Spanish trade union and relies on the additional collaboration of the Institute for Teacher Training, Research and Educational Innovation of the Ministry of Education. It is continually updated and offers a broad and interesting collection of teaching material, experiences, studies, official documents and an intercultural events agenda.

**Centro Aragonés de Recursos para la Educación Inclusiva** <http://carei.es/>

Fostered by the Centre for Education, Culture and Sport of the Government of Aragón, it is one of the most thorough and up-to-date information portals in our country. Its priority objective is to promote teacher training through the design and organization of training activities related to inclusion, equity and pedagogic innovation, as well as offering guides, educational projects, teaching proposals, activities, multimedia material, etc.

**EDUCACYL** <https://www.educa.jcyl.es/educacyl/cm/educacyl/tkContent?idContent=8646>

Education portal of the Regional Government of Castile and León. It offers a directory of experiences and proposals on how to work on the development of intercultural competence in the classroom and on the plans for accommodating foreign students in educational centres of the autonomous region.

**Red de Educación Intercultural** <http://www.fundacionfide.org/red/index.html)>

The Ibero-American Foundation for Development, in the framework of the Intercultural Education Network, provides teachers and researchers with an interesting list of resources that offer information on interculturality. On its website, information can be found on initiatives and/or projects such as CREADE, the Centre of Resources for Attention to Diversity in Education, that offers digital materials and resources, a thematic library and links to web pages and websites to facilitate teacher training.

**International Association for Intercultural Education (IAIE)** <http://www.iaie.org/>

This e-resource grants access to the scientific and didactic material of the network members in the area of attention to diversity and intercultural education, as well as offering workshops, seminars and conferences.

**European Commission Against Racism and Intolerance** <https://www.coe.int/en/web/european-commission-against-racism-and-intolerance/>

Since 1994, this commission struggles against the growing problems posed by racism, antisemitism and intolerance in democratic states. The information it offers revolves around subjects such as hate and violence speech, the promotion of equality, integration and inclusion, sexual orientation and gender identity, and laws against repression and intolerance.

**Sociedad Latinoamericana de Estudios Interculturales** <https://www.soleintercultural.com/es/>

Born in 2012, this society gathers a group of researchers, writers and leaders of different countries who work together on the promotion of dialogue and intercultural communication in Latin America, Mesoamerica, Indo-America and the Caribbean.

Its website is open for consultation on different informative and scientific works and papers presented at the conference they periodically organize on the topic.

**Centro de Recursos Interculturales** <http://centroderecursos.cultura.pe/>

Reporting to the Vice-Ministry for Interculturality of the Peruvian Ministry of Culture, this is one of the most comprehensive resource banks in Spanish on the subject of interculturality.

Mention must be also made to **UNESCO**, <http://www.unesco.org>, which, as an international reference institution for education and intercultural communication is in charge of driving initiatives such as the Latin American Network of Intercultural Studies and Experiences, created in 2016. This organization also has a section of resources among which the photobank, with over 10,000 images and its compilation of statistics are particularly noteworthy.

Finally, at the municipal level we can find the map of inclusive resources <https://www.terrassa.cat/inclusio-recursos>, drawn up by the **Local Government of Terrasa**, which is similar, in terms of information, to the map of inclusive resources developed by the **Town Council of Tarragona** <https://www.tarragona.cat/serveis-a-la-persona/serveis-socials/observatori-social-de-la-ciutat-de-tarragona/observatori/mapa-de-recursos>.

## Bibliographical e-resources

These include all those information sources to find and retrieve scientific documents whose quality has been assured and verified through assessment processes, mostly peer review or double-blind testing. They are accessed through retrieval systems such as databases, search engines, repositories, indices, catalogues or bibliographical portals. These tools can be used to consult a variety of documents such as books, journals, articles, academic papers, reports, etc.

The following are some examples of bibliographical resources on interculturality and related subjects that are freely available for Internet consultation:

**Wikipedia** <https://es.wikipedia.org/>

One of the most accessed information sources on the Internet, it is, unquestionably, the starting point for all Internet users –compulsory education students among them- when they need to find basic information on a certain topic. How it works and its characteristics make it an encyclopaedic resource that provides verifiable and reliable information endorsed by an assessment commission.

**Dialnet** <https://dialnet.unirioja.es/>

The main bibliographical portal in Spain. It is a collaborative project involving Spanish and Ibero-American libraries that was started by the University of La Rioja with the purpose of gathering and granting access to scientific content in the areas of social sciences, legal sciences and humanities published in Spain in any language, edited in Spanish in any country, or addressing Hispanic subject matters.

**Google Scholar** <https://scholar.google.com/>

A specialized search engine that stores the information it indexes with high levels of preciseness. It includes full-text articles, doctoral theses, books, reports, preprints, patents, etc., which it retrieves from a broad variety of sources such as digital libraries, repositories, electronic journals or databases.

**Recolecta** <https://buscador.recolecta.fecyt.es/>

An aggregator where the content of around forty Spanish scientific repositories can be consulted. Thus, the information included in the repositories of Spanish research centres can be accessed from a same platform that works as a specialized metasearch engine.

**REDINED**, Educational information network <http://redined.mecd.gob.es/>

A specialized repository for education that provides bibliographical references and full-text research, innovation and educational resources documents drawn up in Spain.

**ERIC** (Education Resources Information Center) <https://eric.ed.gov/>

It is the largest database in the world with specialized information in the area of education. It is sponsored by the United States Department of Education and provides access to over 100 thousand full text documents.

**Latindex** <https://www.latindex.org/>

A directory of scientific publications born from a collaborative project among different universities that make up the regional system of online information for scientific journals of Latin America, the Caribbean, Spain and Portugal. It can be used to find and consult journals edited in the mentioned geographic areas, while also contributing to their quality, since it only includes journals that meet certainly previously established quality standards.

**REDALYC,** Scientific Journal Network of Latin America and the Caribbean, Spain and Portugal <https://www.redalyc.org/>

A directory of high scientific and editorial quality journals published in open access on any subject in the countries and regions that make up the network.

**DOAJ**, *Directory Open Access Journals* http://doaj.org

A directory that includes over 10,000 scientific, specialized and multidisciplinary journals, in open access and in every language. It finds full-text journal and article titles published in different languages.

## Library e-resources

In the context of intercultural communication, libraries play a relevant social and educational role, working as an element that fosters the integration of different cultures.

School libraries are an effective tool for the study of cultural diversity, inclusion and tolerance, and, therefore, their role as a complement to classroom work should be boosted.

Digital libraries, on the other hand, are currently a universal and free gateway to learning, bringing information to anyone through the use of ICT.

One of the pioneering projects in the area of libraries was launched in 2001 under the name **Bibliotecas Interculturales de Andalucía** <http://www.juntadeandalucia.es/cultura/blog/bibliotecas-interculturales-de-andalucia/>, its purpose being to serve as meeting point for different cultures to encourage mutual enrichment and respect for differences.

**Biblioteca Digital sobre Migraciones e Interculturalidad** <http://www.fudepa.org/Biblioteca/sobre.aspx>

The aim of this project, launched by the Fundación para el desarrollo de los pueblos de Andalucía (Foundation for the Development of Villages of Andalusia), is to serve as a digital information portal where the highest possible number of documents (grey literature, monographic issues of journals and books) on migration and interculturality can be accessed.

**Educatribu** <https://www.educatribu.net/index.php/recursos>

This project, halfway between a digital library and a repository of teaching material, was created in 2016 by a group of teachers of different levels at different education centres to

offer a variety of digital resources in the area of education in general, and intercultural education in particular, among other subjects.

**Biblioteca Digital Hispana** <https://hispana.mcu.es/>

The Ministry of Culture launched this project that, in the area of cultural diversity, offers a wealth of documents of different types: books, journal articles, projects, reports, guides, handbooks and presentations.

## 3. Conclusions

Attention to diversity means that teachers should be especially aware of the barriers that prevent people from ethnic and cultural minorities from achieving a meaningful education, among which are the marginalization, segregation and exclusion to which such groups are frequently subjected.

It is the job of the education community and its members to work together towards breaking down such barriers and encourage the building of a democratic and inclusive citizenship and culture (Escudero, 2014; López-Vélez, 2018; Peñalva and Leiva, 2019). For this reason, the approach should not focus solely on culture and the differences among people from different backgrounds, but on finding common ground to guide the education community in general, and teachers in particular, towards the search for understanding, awareness and willingness to accept themselves and adapt to people and situations that do not share characteristics similar to their own.

This requires students to acquire and put into practice intercultural competences, and to acknowledge their relevance in a global society like ours; therefore, they should be provided with the necessary opportunities to consider, analyse and develop interpersonal relations that promote the development of intercultural competences (Carreño, 2018).

This is why, in the light of the increasing multiculturalism of today's globalized society, the map of resources drawn up and presented in this article allows any teacher to delve into the concept of intercultural education, while at the same time meeting the challenge of universal access to information and knowledge (Balladares-Burgos, 2018).

The map shows and describes useful specialized information resources, first for compulsory education teachers, as a support tool for the study and acquisition of intercultural competence; second, for students, who are to work on this topic by preparing, sometimes by themselves, the materials; and third, for professionals in the area of education who are interested in intercultural communication, inclusion and attention to diversity.

The field of education is still the main supplier of teaching, scientific and information material on the subject of interculturality and attention to diversity. The aim of most of the digital resources provided is to increase awareness of the value of interculturality and related topics, but, above all, to share the experiences and good practices implemented by education experts, so that they may serve as training and support tools for other teachers. Alongside the e-resources provided by the educational context, there are also numerous e-resources provided by official agencies, the area of bibliography, or library-related areas, that teachers can use for training and information purposes and to bridge the gap between cultures, offering "tools to facilitate true intercultural and interpersonal understanding" (Iglesias and Beltrán, 2012, p.127). Such tools include technologies and e-resources on interculturality and related topics that teachers can rely on when addressing intercultural competence in the classroom, using digital competences and information literacy.

In the abstract of our study, we mentioned that this map of digital resources on interculturality would allow us to determine the significance it is given in today's globalized society. The approach to a large amount of e-resources for teachers and other education professionals to engage in training, find information and develop digiculturality adds strength to the assumption of there being a general interest in training intercultural citizens through education opportunities and different experiences that are meaningful to them (Hernández and Iglesias, 2017).

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