

Course Unit	Curricular and Pedagogical Differentiation		Field of study	Education Sciences	
Classification	Postgraduation Diploma in Special Education: Emotion and Personality Domain		School	School of Education	
Academic Year	2017/2018	Year of study	1	Level	2-1
Type	Annual	Semester	-	ECTS credits	6.0
Code	5029-458-1003-00-17				
Workload (hours)	162	Contact hours	T -	TP 40	PL -
			TC -	S -	E -
			OT -	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Graça Margarida Medeiros Teixeira e Santos

#### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Understand the polysemy of the concept of curriculum and diversity of curriculum theories.
2. List the assumptions of inclusive school with the involvement of parents, families and the educational community.
3. Support teaching practices, according to the legal requirements and guiding principles of Special Education.
4. Discuss the concepts of curriculum and pedagogical differentiation.
5. Reflect on the curricular and pedagogical differentiation from the experience.
6. Know some of the teaching strategies, from the use of methods, techniques and materials adapted to differentiation.

#### Prerequisites

Before the course unit the learner is expected to be able to:  
Not applicable.

#### Course contents

1. Conceptions of curriculum and curriculum development. 2. The inclusion and inclusive education. 3. The legislative measures and Special Education. 4. Curricular and pedagogical differentiation.

#### Course contents (extended version)

1. Conceptions of curriculum and curriculum development.
  - Curricular theories - different concepts and curriculum settings.
  - Curriculum development - stages and levels.
2. The inclusion and inclusive education.
  - From integration to inclusion - the transition to inclusive school.
  - Inclusive schools - general principles for its construction.
  - Parental involvement and families in special education.
3. The legislative measures and Special Education.
  - Legal requirements and guiding principles.
  - Contribution of ICF (International Classification of Functioning) - version for children and youth.
4. Curricular and pedagogical differentiation.
  - Delimitation of concepts.
  - Flexible educational practices.
  - Strategies to use in inclusive classrooms.

#### Recommended reading

1. Capucha, L. (2008). Educação especial. Manual de Apoio à Prática. Lisboa: DGIDC e DSEEASE.
2. Correia, L. M. (2013). Inclusão e Necessidades Educativas Especiais. Um guia para educadores e professores. (2.ª ed.). Coleção Necessidades Educativas Especiais. Porto: Porto Editora
3. Gaspar, M. I. e Roldão, M. C. (2007). Elementos do desenvolvimento curricular. Coleção Temas Universitários, n.º 10. Lisboa: Universidade Aberta.
4. Heacox, D. (2006). Diferenciação curricular na sala de aula. Como efectuar alterações curriculares para todos os alunos. Porto: Porto Editora.
5. Sousa, F. (2010). Diferenciação curricular e deliberação docente. Coleção Currículo, Políticas e Práticas, n.º 34. Porto: Porto Editora.

#### Teaching and learning methods

Exposure and thematic discussion; audiovisual resources, whenever necessary.

#### Assessment methods

1. Continuous evaluation: - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 100% (Control written test (summative), individual on the content of subjects taught.)
2. Resource and / or special evaluation: - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100% (Control written test (summative), individual on the content of subjects taught.)

#### Language of instruction

Portuguese

#### Electronic validation

Graça Margarida Medeiros Teixeira e Santos	Sofia Marisa Alves Bergano	Paula Marisa Fortunato Vaz	António Francisco Ribeiro Alves
29-09-2017	29-09-2017	10-10-2017	11-10-2017