

Course Unit	Option II - Inclusion and Pedagogical Differentiation		Field of study	-	
Master in	Pedagogical Supervision and Innovation in Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	6.0
		Code	5072-799-1203-02-23		
Workload (hours)	162	Contact hours	T	-	TP
			35	PL	-
			TC	-	S
			E	-	OT
			10	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) Paula Marisa Fortunato Vaz

Learning outcomes and competences

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

1. Substantiate the need for inclusive education;
2. Describe models of prevention and multilevel intervention;
3. Describe Universal Design for Learning;
4. Define intervention strategies in the context of pedagogical differentiation;
5. Know inclusive practices and experiences conducted by teachers and educational teams.

Prerequisites

Before the course unit the learner is expected to be able to:
No have.

Course contents

From separation to inclusion
Models of prevention and intervention multilevel
Universal Design for Learning
Pedagogical differentiation
The teacher and the educational teams in the development of projects of pedagogical differentiation

Course contents (extended version)

1. From separation to inclusion
 - Inclusive education
 - Concepts: Educational Needs, Educational Needs, Special Needs
 - Values of an inclusive education
 - Analysis of inclusive practices and experiences
2. Models of prevention and intervention multilevel
 - Response to Intervention Model
3. Universal Design for Learning
4. Pedagogical differentiation
 - Concept(s) and purposes of differentiation teaching
 - Concept(s) and practices of differentiation teaching
 - Principles of differentiation
5. The teacher and the educational teams in the development of projects of pedagogical differentiation

Recommended reading

1. Allington, R. (2019). What really matters in response to intervention: Research-based designs. Pearson.
2. Freire, S., & Maia, V. (2020). A diferenciação pedagógica no contexto da educação inclusiva. Revista Exitus. 10, 1-29.
3. Rodrigues, D. (2018). Ensaios sobre educação inclusiva. Edições Pró-Inclusão.
4. Taylor, R. L., Smiley, L. R., & Richards, S. B. (2019). Exceptional students: preparing teachers for the 21st century. McGraw-Hill.
5. Vaz, P. (2019). A abordagem multinível para uma educação inclusiva: Desafios e oportunidades. In G. Oliveira, J. Pereira, & M. Lopes (Eds), As artes na educação especial (pp.63-70). Intervenção

Teaching and learning methods

Classes will consist of exposition, debate and reflection, practical activities such as watching videos, presenting the issues in a dynamic, logical and structured way using practical examples, with students being able to discuss and raise new questions.

Assessment methods

1. Alternative 1 - (Regular, Student Worker) (Final)
 - Practical Work - 50% (Group work and presentation.)
 - Intermediate Written Test - 50% (Test.)
2. Alternative 2 - (Regular, Student Worker) (Supplementary)
 - Final Written Exam - 100%

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

Paula Marisa Fortunato Vaz	Pedro Augusto Oliveira Salgueiro	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
16-02-2024	26-03-2024	26-03-2024	27-03-2024