

Course Unit	Special and Inclusive Education Fundamentals	Field of study	Educational Sciences
Master in	Special and Inclusive Education	School	School of Education
Academic Year	2025/2026	Year of study	1
Type	Semestral	Semester	1
Level	2-1	ECTS credits	6.0
Code	5073-800-1103-00-25		
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) Carla Isabel Pedrosa de Lima da Conceicao, Manuel Luís Pinto Castanheira

Learning outcomes and competences

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

1. Understand the historical evolution of education, special education, and inclusive education in contemporary times, both in national and international contexts.
2. Know the normative legal and political framework for inclusive education in Portugal;
3. Recognise the implications of international transformations and guidelines for national developments and contexts;
4. Know the political and legal framework of special needs education and inclusive education;
5. Develop critical thinking about inclusive education practices in school and non-school contexts;
6. Critically analyse the socio-cultural and socio-historical relativity of education and difference;
7. Critically ponder inclusion as a path towards education for all.

Prerequisites

Not applicable

Course contents

1-The Education history and the development in contemporary societies. 2-From segregation to integration and from integration to inclusion promotion: the sociohistorical evolution of special education and inclusive education. 3-The current political-legal framework of special education and inclusive education.

Course contents (extended version)

1. The Education history and the development in contemporary societies.
2. From segregation to integration, from integration to inclusion promotion: sociohistorical evolution.
 - The Portuguese case context ;
 - The international context and transnational guidelines, their implications and relevance.
3. The current political-legal framework of special education and inclusive education:
 - The non-scholar political and legal response to diversity in educational context(s);
 - Portuguese educational system organization facing diversity;
 - Portuguese and international context legal provisions and fundamentals of inclusive education.
 - The accountability: the multilevel approach and the universal design for learning.

Recommended reading

1. Adão, Á. , & Magalhães, J. (2013). História dos Municípios na Educação e na Cultura: incertezas de ontem, desafios de hoje. Inst. Ed. & Univ. L. (eds.). FCT. <https://doi.org/10.2472/jsms.59.956>
2. Capucha, L. , & Nogueira, J. M. (2014). A educação especial em Portugal, os últimos 40 anos. In Rodrigues et al (Ed.), 40 Anos de Políticas De Educação em Portugal (pp. 499–534). Ed. Almedina
3. Mata, J. T. da. (2015). A Igualdade e a Desigualdade na Educação em Portugal. ISCTE Instituto Universitário de Lisboa.
4. Lima, C. (2021). As políticas públicas de educação portuguesa, a História da educação/ensino e a DE. In Preservando um arquétipo mítico de professor/a (Tese doutoramento, pp. 148–288). UC
5. Rodrigues, M. de L. (2014). 40 Anos de Políticas de Educação em Portugal Volume I: A construção do Sistema Democrático de Ensino (M. D. L. Rodrigues (ed.)). Edições Almedina.

Teaching and learning methods

Oral exposition, questioning, debate and/or discussion; visualization of videos and clips; presentation of problematizing conceptual schemes; analysis and discussion of cases; team work; use of TIC to articulate guest in the class (specialist invited) and to explore contents and online resources (p. e. organizational, or legislation webpages, among others).

Assessment methods

1. Continuous - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Written test, summary of the lectured contents.)
 - Development Topics - 40% (Literature sistematic review or documental analysis, presented in form of an cientific article.)
2. Exam - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Written test evaluation all expected learning outcomes.)

Language of instruction

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

Electronic validation

Carla Isabel Pedroso de Lima da Conceicao, Manuel Luis Pinto Castanheira	Graça Margarida Medeiros Teixeira e Santos	Carla Isabel Pedroso de Lima da Conceicao	Carlos Manuel Costa Teixeira
15-03-2026	15-03-2026	16-03-2026	16-03-2026