

Course Unit	Curriculum, Pedagogical Differentiation and Transition to Active Life			Field of study	Educational Sciences																		
Master in	Special and Inclusive Education			School	School of Education																		
Academic Year	2023/2024	Year of study	1	Level	2-1	ECTS credits	6.0																
Type	Semestral	Semester	2	Code	5073-800-1201-00-23																		
Workload (hours)	162	Contact hours	<table border="1"> <tr> <td>T</td><td>-</td><td>TP</td><td>35</td><td>PL</td><td>-</td><td>TC</td><td>-</td><td>S</td><td>-</td><td>E</td><td>-</td><td>OT</td><td>10</td><td>O</td><td>-</td> </tr> </table>					T	-	TP	35	PL	-	TC	-	S	-	E	-	OT	10	O	-
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) 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 educational policies, theories and curriculum issues, emphasizing the relevance of this issue for the current educational reality.
2. Analyze the problem of curricular and pedagogical differentiation, as a mobilizing strategy for learning in the context of professional performance.
3. Know some of the teaching strategies, from the use of methods, techniques and materials adapted to differentiation.
4. Understand the transition to working life, from the planning process and operationalization promoter of inclusion in society.
5. Acquire a theoretical and conceptual basis that supports professional practice and that enables, in particular, the understanding of the problems on curricular and pedagogical issues.

Prerequisites

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

Course contents

1. Curriculum; 2. Pedagogical Differentiation; 3. Transition to Active Life; 4. Inclusive education, for all and for each one - Themes in development.

Course contents (extended version)

1. Curriculum
 - Concepts and definitions of curriculum and curriculum development
 - Educational policies, theories and curriculum issues
 - Autonomy and curricular flexibility
2. Pedagogical Differentiation
 - Concepts and general principles
 - Flexible educational practices
 - Strategies to be used in inclusive classrooms
3. Transition to Active Life
 - The planning and operationalisation process
 - Measures and supports
 - Recommendations and challenges
4. Inclusive education, for all and for each one - Themes in development

Recommended reading

1. Correia, L. M. (2013). Inclusão e Necessidades Educativas Especiais. Um guia para educadores e professores. (2.ª ed.). Coleção Necessidades Educativas Especiais. Porto Editora.
2. Heacox, D. (2006). Diferenciação curricular na sala de aula. Como efectuar alterações curriculares para todos os alunos. Porto Editora.
3. Leite, T. (2011). Currículo e Necessidades Educativas Especiais. Coleção Indução e Desenvolvimento Profissional Docente. Universidade de Aveiro.
4. Monteiro, P. L., & David, A. H. (2020). Guião para Implementação do PIT: uma proposta da APSA. APSA - Associação Portuguesa de Síndrome de Asperger.
5. Sousa, F. (2010). Diferenciação curricular e deliberação docente. Coleção Currículo, Políticas e Práticas, n.º 34. Porto Editora.

Teaching and learning methods

Active pedagogical model; oral exposition; presentation of conceptual schemes that problematise the issues under study; analysis of cases; discussion/debate; group work, with collaborative work strategies; use of information and communication technologies; systematisation and sharing of knowledge; research practices with other curricular units.

Assessment methods

1. Continuous assessment: - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Summative written test on the content taught.)
 - Development Topics - 40% (Group work presented individually.)
2. Exam evaluation: - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (It will focus on the contents of the programme.)

Language of instruction

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

Electronic validation

Graça Margarida Medeiros Teixeira e Santos	Maria do Céu Ribeiro	Carla Isabel Pedroso de Lima da Conceição	Carlos Manuel Costa Teixeira
30-11-2023	11-12-2023	02-01-2024	11-02-2024