

Course Unit	Educational Disadvantage and Educational Success		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
Type	Semestral	Semester	2	ECTS credits	6.0
			Code	5073-800-1202-00-23	
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) Carla Isabel Pedroso de Lima da Conceicao

Learning outcomes and competences

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

1. Acquire knowledge about concepts relative to special education and inclusive education;
2. Analyse the relationship among the most pressing concepts of special education and inclusive education and their (non) impact on educational disadvantage and in educative success;
3. To know educational failure (and success) and educational disadvantage models, perspectives, and theories, analysing their implications to interventions;
4. Cognize intervention models and actions in scholar and non-scholar contexts, individual, in group or community. Preventive or remedial;
5. Develop critical reflexion abilities relatively to intervention and specific practices of specialized educative action enabler of more efficient technical decisions.

Prerequisites

Before the course unit the learner is expected to be able to:
Non applicable.

Course contents

1. Concepts of special ed. and inclusive education.
2. Educative success and failure.
3. Educational Disadvantage.
4. Specific intervention and practices of specialized educative action, in educational disadvantage situations.

Course contents (extended version)

1. Concepts of special education and inclusive education.
 - Concepts of SEN, Learning disabilities and educational risk;
 - Integration, inclusion, and exclusion;
 - Poverty and socioeconomical levels and potential (non)relation with SEN, exclusion, scholar success; in Gifted.
2. Educative success and failure.
 - Theoretical models and perspectives of educational failure;
 - Sociological theory on education;
 - Sociohistorical relativity of scholar success and unsucces: vantage(s) and advantage(s).
3. Educational Disadvantage.
 - Definition(s), Fundamentals, and boundaries;
 - Surrounding key-concepts;
 - Conditioning dimensions and holistic and systemic developmental perspective;
 - Framing in the multilevel models, specifically the response to intervention model;
 - Implications and relevances of the ED concept.
4. Specific intervention and practices of specialized educative action, in ED situations.
 - Models and practices of scholar and non-scholar context(s) intervention;
 - The changing resistance processes in the conspectus of education and difference(s);
 - Contemporaneous challenges of special education and inclusive education.

Recommended reading

1. Martins, S., Sebastião, J., Abrantes, P., & Rodrigues, M. D. L. (2018). Desigualdades e políticas educativas. PT no contexto europeu. in CIES (Ed.), Desigualdades Sociais. Portugal e a Europa. M.S.Ed.
2. Neri, R. C., Lozano, M., & Gomez, L. M. (2019). (Re)framing Resistance to Culturally Relevant Education as a Multilevel Learning Problem. Review of Research in Education, 43(1), 197–226.
3. Oliveira, S. A. (2019). Perspetivas sobre os caminhos do (In)Sucesso Escolar. Universidade do Porto.
4. Pedroso de Lima, C. (2021). Preservando um arquétipo mítico de professor(a): Preocupações, narrativas e ação docente na desvantagem educacional [Universidade de Coimbra].
5. Stoer, S. R., & Magalhães, A. (2005). A diferença somos nós. A gestão da mudança social e as políticas educativas e sociais. Edições Afrontamento.

Teaching and learning methods

It assumes the student as participant and active, grounded on the valorisation of knowledge based on evidence and scientific foundation. It was selected: exposition, questioning, discussion/debate; videos and clips; diagrams; cases; group work; ICT resources (invited experts or experienced professionals and technicians) and online resources (e.g. projects, applications, organisations).

Assessment methods

1. Continuous Evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Summative written test on the content lectured.)
 - Development Topics - 40% (Work done in group and presented individually.)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (A summative written test to assess the acquisition of all the learning objectives.)

Language of instruction

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

Electronic validation			
Carla Isabel Pedroso de Lima da Conceicao	Maria do Céu Ribeiro	Ana Raquel Russo Prada	Carlos Manuel Costa Teixeira
15-01-2024	13-02-2024	14-02-2024	18-02-2024

This document is valid only if stamped in all pages.