



<b>SYLLABUS</b>	
<b>Course:</b>	<b>Special education</b>
<b>Subject:</b>	<b>Differentiated instruction</b>
<b>Department</b>	Department of Pedagogy
<b>Study Level</b>	Master degree
<b>Semester</b>	Spring
<b>ECTS Credits</b>	5,5 (45hrs)
<b>Teaching methods</b>	Lecture (15hrs) + Workshop (30hrs)
<b>Content</b>	<p><b>Lectures:</b></p> <ol style="list-style-type: none"><li>1. Heterogeneous group - specifics and needs. Cognitive styles, learning strategies, and learning styles in the context of a heterogeneous group.</li><li>2. The essence and advantages of open teaching in inclusive education. Theoretical assumptions of the methodology of implementation of open teaching.</li><li>3. Individualization of teaching in inclusive groups. Models of individualizing teaching.</li><li>4. Principles of classroom space design. The concept and principles of universal design for learning. Effective teaching strategies and universal design for learning.</li><li>5. Models of cooperation between teachers and specialists, their implications for the organization of educational activities.</li><li>6. Ways to support the motivation to learn of children and students with special educational needs, to develop their curiosity, activity and independence.</li><li>7. Ways and principles of progress control and assessment in inclusive classrooms. The importance and ways of providing feedback to students in inclusive classrooms. Assessment to support learning.</li></ol> <p><b>Workshops</b></p> <ol style="list-style-type: none"><li>1. Functioning of a group differentiated by intelligence, temperament, socio-economic status of children.</li><li>2. Adaptation of tasks to the individual profile of the student in the context of the group process, with particular attention to the student's personal competence and position in the group. Flexibility of selection and application of methods in inclusive education.</li><li>3. Conventional and unconventional teaching methods and their adaptation to the diverse needs of children and students, activation methods (small group work, timeline, drawing, teaching games, brainstorming, discussion "for and against", drama, project method, concept map, meta plan, priority pyramid), child and student research work.</li></ol>



	<ol style="list-style-type: none"><li>4. Organizational forms of work in the classroom (collective work, group work, individual work, student tutoring in inclusive classrooms); small group teaching models in inclusive classrooms.</li><li>5. The role of cooperation and peer support in inclusive education.</li><li>6. Assessment and motivation of students.</li><li>7. Building a teacher's tool box for a diverse group. Analysis of a sample curriculum (its goals or planned outcomes) in terms of difficulties in its implementation by students with special or specific educational needs.</li><li>8. Analysis of sample lesson plans implemented in a differentiated group.</li><li>9. Design and presentation of lessons for differentiated groups of children and students taking into account their special educational needs, individualization of tasks, adaptation of methods and content to the needs and abilities of students, including students with special educational needs; teaching materials in accordance with the principles of universal lesson design; motivating students and assessment that supports their learning</li></ol>
<b>Grading policy</b>	The method of calculating the grade for a lecture is as follows 80% exam, 20% class participation. The method of calculating the grade for workshop is as follows: 80% evaluation of the handout and the manner of conducting classes for a diverse group, 20% active participation in classes.
<b>References</b>	<ol style="list-style-type: none"><li>1. Gregory G. H., Chapman C. M. (2012) Differentiated Instructional Strategies: One Size Doesn't Fit All, Corwin.</li><li>2. Murawski W., Scott K. L. (2019) What Really Works With Universal Design for Learning, Corwin</li><li>3. Tomlinson C. A. (2016) The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition, Pearson</li><li>4. Tomlinson C. A. (2017) How to Differentiate Instruction in Academically Diverse Classrooms 3rd Edition, ASCD</li><li>5. Tomlinson C. A. (2013) Assessment and Student Success in a Differentiated Classroom, ASCD</li><li>6. <a href="https://www.understood.org/articles/en/understanding-universal-design-for-learning">https://www.understood.org/articles/en/understanding-universal-design-for-learning</a></li></ol>
<b>Prerequisites</b>	Language: English, CEFR level B1 or higher
	Other:
<b>Teacher</b>	Assoc Prof. Anna Zamkowska
	Location: ul. Malczewskiego 22 room 109
	Email: a.zamkowska@urad.edu.pl
	Phone: (48) 48 361 78 41
<b>Tuition fees</b>	do not apply for EU/EEA citizens or exchange students