

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2023/2024

Study Program: Educational Psychology and Counseling

Name Difficulties, Differences and Equity in Learning
Teaching staff Maria Dulce Gonçalves
ECTS 6
Functioning One theoretical-practical class (4h) per week. There is no registration limit.
Learning goals <ul style="list-style-type: none">• Identify learning risks, differences and difficulties• Understand the multidimensional nature of learning disabilities and potentialities• Collaborate with multidisciplinary teams in the framework of inclusive education• Develop procedures for assessment, intervention and specialized psycho-pedagogical support.• Promote the integral development of all students throughout the school career• Characterize the role of the psychologist in the monitoring, validation and investigation in educational context.
Skills to be developed Identify, evaluate and characterize individual learning difficulties and differences Monitor progress and suggest measures to promote educational success Develop proposals for psychosocial intervention and support for at-risk students and vulnerable populations Integrate multidisciplinary teams Advise and train different educational agents in a collaborative and multicultural context
Prerequisites (precedences) * Not applicable.



Contents

Development, diversity and multiculturalism: principles and assumptions for global and inclusive education.

Implementation of multilevel systems: development, validation and continuous improvement.

- Intervention Response Model: international experiences and results
- Universal design for learning and progress monitoring.
- Assessment and stimulation of learning potentials.
- Practices of pedagogical differentiation for an inclusive education.
- Counseling and training of teachers, auxiliaries and other educational agents.
- Parental counseling and involvement.

Assessment and specialized psycho-pedagogical support for at-risk students and vulnerable groups: case studies.

- Difficulties in Learning Reading, Writing, Calculation and Problem Solving.

Learning communities and collaborative work in multidisciplinary teams.

Consulting and educational leadership: contributions to equity and quality in school.

Bibliography

Brown-Chidsey, R., & Steege, M. (2010). *Response to intervention: Principles and strategies for effective practice*. Guilford.

Dweck, C. (2006). *Mindset: The new psychology of success*. Ballantine Books.

Jimerson, S., Burns, M., & VanDerHeyden, A. (Eds) (2016). *The handbook of response to intervention: Science and practice of multi-tiered systems of support* (2nd Ed.). Springer Science.

OECD (2012). *Equity and quality in education: Supporting disadvantaged students and schools*. OECD Publishing.

Shapiro, E.S. (2011). *Academic skills problems: Direct assessment and intervention*. Guilford Press.

Teaching methods

Presentation of theoretical models, critical analysis of scientific publications and research results, analysis of legal documents and regulations, opportunities to observe good models and good practices on the ground, including case studies and participation in innovative educational projects, exercises and training of procedures of functional evaluation, analysis of results in a global framework of research in action.

Evaluation Regimes (General and/or Alternative)

General Evaluation Regime: theoretical and practical work, individual and group, to be carried out throughout the semester.

Alternative Final Regime: occurs in the first, second or special season, exclusively through exam.



Evaluation Elements

(Dates due, weights, minimum required grades)

- a) Individual work delivered in MOODLE until the end of March - corresponding to 30% of the final grade.
- b) Group work shared with the class in a theoretical-practical class, including a written report, delivered in MOODLE until the end of May - corresponding to 30% of the final grade.
- c) Written individual exercise, carried out in a two-hour practical class - corresponding to 40% of the final grade.
- d) Minimum grade: in all stages of individual work and group work, a minimum grade of 9,5 is required, without which the student must pass to the alternative regime.

Alternative regime - final exam, including some questions for a brief answer and at least one question for development - the final result of this exam corresponds to 100% of the final grade.

Rules for grade improvement

The grade obtained in continuous assessment can only be improved in final exam in normal season.

Rules for students having previously failed the course unit *

Not applicable.

Requirements on attendance and punctuality

Students must participate in at least 75% of theoretical and practical classes.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

a) As far as possible, these students can perform as all the other students in class (individual work, individual exercise and participation in group work). They must deliver each work within the same deadlines indicated for the whole class and participate in the presentation of the group work in practical class.

Alternatively, it is possible to take the final exam (see alternative regime), in any of the evaluation periods, which covers all content topics and does not require continuous participation and presence in class.

Language of instruction

Portuguese



Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable