



The Hebrew University of Jerusalem

Syllabus

The heterogeneous classroom teacher: a universal design for learning - 34010

Last update 03-09-2023

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Michal Levy

Coordinator Email: michal.levy3@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:

Dr. Michal Levy

Course/Module description:

The course is designed to examine theoretical approaches and practical strategies for teaching in the heterogeneous class. The course will analyze ways of teaching and learning that are accessible and adapted to the entire population of learners, including students with disabilities. The course will provide students with practical tools for teaching in a heterogeneous classroom that adapts the teaching methods and assessments to different students.

Course/Module aims:

The aim of the course is to understand different theoretical and practical aspects of the heterogeneous class and to introduce practical teaching strategies and learning methods for different students.

Learning outcomes - On successful completion of this module, students should be able to:

- A. The student will distinguish between basic concepts related to differential learning.
- B. The student will analyze case studies according to different theories and theoretical concepts that have been learned in the course.
- c. The student will analyze case studies according to different teaching strategies.

Attendance requirements(%):

85%

Teaching arrangement and method of instruction: Lectures, Presentations, Assignments and videos

Course/Module Content:

- Normalization in education
- Heterogeneity, integration and inclusion
- Theoretical models for inclusion and integration
- Teacher's role
- Neuro-cognitive differences of students
- Practical tools for heterogeneous teaching in the classroom
- Self-regulation in learning

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- The 3 principles of universal design for learning

Required Reading:

- אבישר, ג' (2010). הכלה ונגישות, מכון מופת. עמ'. 156-162
- חורי-כסאברי, מ', ומיקולינסר, מ' (2014). שונויות רגשיות חברתיות, השלכותיהן וזיקתן להישגים בלימודים. בתוך: א' הרכבי ונ' מנדל-לוי (עורכים). חינוך לכול - ולכל אחד במערכת החינוך בישראל: תמונת מצב והמלצות (עמ' 59-72). יוזמה - מרכז לידע ולמחקר בחינוך.
- פורמן, מ', ויסמן, ת' וגורב, ד' (2018). למידה שיתופית. בתוך: ד' גורב ות' ויסמן (עורכות). ניהול כיתה - שער רביעי: ללמוד כיצד לנהל כיתה (עמ' 19-24). תל אביב: מכון מופ"ת.
- לייקין, מ. (2016). הפעלת תכנית לשילוב והכלה של תלמידים הלומדים בחינוך המיוחד והרגיל: היבטים ארגוניים ופדגוגיים. סחי"ש: סוגיות בחינוך מיוחד ובשילוב, 28, 7-31.
- Clark, S., & Newberry, M. (2019). Are we building preservice teacher self-efficacy? A large-scale study examining teacher education experiences. *Asia-Pacific Journal of Teacher Education*, 47(1), 32-47.
- Capp, M. J. (2020). Teacher confidence to implement the principles, guidelines, and checkpoints of universal design for learning. *International Journal of Inclusive Education*, 24(7), 706-720.
- Mastropieri, M.A. & Scruggs, T.E. (2010). Assessment. *The Inclusive Classroom*. Merrill: Ohio. 273-293.
- Rose, D. H., & Strangman, N. (2007). Universal design for learning: Meeting the challenge of individual learning differences through a neurocognitive perspective. *Universal Access in the Information Society*, 5(4), 381-391.
- Mastropieri, M.A. & Scruggs, T.E. (2010). Effective differentiated instruction for all students. *The Inclusive Classroom*. Merrill: Ohio. 125-147.
- ליכטינגר, ע. (2012). בניית כלי אבחוני לאיתור תהליכי ויסות עצמי ואסטרטגיות בכתיבה. סחי"ש, 26 (2) כתב עת לחינוך מיוחד של אוני' חיפה. (עמ' 57-74).
- Falkenberg, C. A., & Barbetta, P. M. (2013). The effects of a self-monitoring package on homework completion and accuracy of students with disabilities in an inclusive general education classroom. *Journal of Behavioral Education*, 22(3), 190-210.
- Evmenova, A. (2018). Preparing teachers to use universal design for learning to support diverse learners. *Journal of Online Learning Research*, 4(2), 147-171.
- Strickler, K., "Examining the Impact of Cooperative Learning Groups on Social Interactions in Inclusive Classrooms" (2018). *Education: Student Scholarship & Creative Works*. 8. <https://jayscholar.etoyn.edu/edstu/8>
- Moos, D. C. & Ringdal, A. (2012). Self-regulated learning in the classroom: A literature review on the teacher's role. *Education Research International*, 2012, 1-15.

Additional Reading Material:

- Hall, T., Strangman, N. & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. *NCAC Effective Classroom Practices*. 1-22.

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- Mastropieri, M.A. & Scruggs. T.E. (2010). Assessment. *The Inclusive Classroom*. Merrill: Ohio. 273-293.
 - Griful-Freixenet, J., Struyven, K., Vantieghem, W., & Gheysens, E. (2020). Exploring the interrelationship between universal design for learning (UDL) and differentiated instruction (DI): A systematic review. *Educational Research Review*, 29, 100306.
 - שץ-אופנהיימר, א. (2006) תפקידן של המורה בכיתה הטרוגנית על פי גישתו החינוכית של קרל פרנקנשטיין. מפגש לעבודה חינוכית-סוציאלית, (24), 107-120.
 - דורי י' וכהן ז' (2013) מה ידוע על מודלים חינוכיים מיטביים להתמודדות מערכתית או מקומית עם שונות תלמידים? סקירה מוזמנת כחומר רקע לעבודת הוועדה "מערכת חינוך לכול ולכל אחד."

Grading Scheme:

Written / Oral / Practical Exam 70 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

Additional information: