The Hebrew University of Jerusalem

Syllabus

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

Last update 15-09-2024

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

<u>Teaching Staff:</u>
  Dr. Michal Levy

<u>Course/Module description:</u>
  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.

<u>Course/Module aims:</u>
  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.

<u>Learning outcomes - On successful completion of this module, students should be able to:</u>
  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.

<u>Attendance requirements(%):</u>
  85%

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

<u>Course/Module Content:</u>
  • 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

• *The 3 principles of universal design for learning*
•*Comparing Differentiated Instruction with Universal Design for Learning.*

Required Reading:

• רייטר, ש', רם ד', ודרמר, א' (2016). *הפעלת תכנית לשילוב והכלה של תלמידים הלומדים בחינוך המיוחד והרגיל: היבטים ארגוניים ופדגוגיים. סחי״ש: סוגיות בחינוך מיוחד ובשילוב, 28 , 7-31.*

• רימור, ר' ורוזן, י' (2018). *כיצד שותפים מגיעים להסכמה? למידה שיתופית מקוונת ודרכי הערכתה.* בתוך ר', ודמני (עורכת). *פדגוגיה דיגיטלית: הזדמנות ללמידה אחרת* (עמ' 43-15). תל אביב: מכון מופ"ת.

• Van Geel, M., Keuning, T., Frèrejean, J., Dolmans, D., van Merriënboer, J., & Visscher, A. J. (2019). Capturing the complexity of differentiated instruction. School effectiveness and school improvement, 30(1), 51-67.

• Lavania, M., & Nor, F. B. M. (2020). Barriers in differentiated instruction: A systematic review of the literature. Journal of Critical Reviews, 7(6), 293-297.

• Pianta, R. C., Whittaker, J. E., Vitiello, V., Ruzek, E., Ansari, A., Hofkens, T., & DeCoster, J. (2020). Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content. Journal of Applied Developmental Psychology, 66, 101084.

• Rogowsky, B. A., Calhoun, B. M., & Tallal, P. (2020). Providing instruction based on students' learning style preferences does not improve learning. Frontiers in Psychology, 11, 164. 1-7.

• Brunello, A., & Brunello, F. (2022). The Relationship Between Differentiated Instruction and Student Motivation in Mixed Ability Classrooms. International Journal of Communication Research, 12(4), 279-284.

• 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.

• Sewell, A., Kennett, A., & Pugh, V. (2022). Universal Design for Learning as a theory of inclusive practice for use by educational psychologists. Educational Psychology in Practice, 38(4), 364-378.

• Evmenova, A. (2018). Preparing teachers to use universal design for learning to support diverse learners. Journal of Online Learning Research, 4(2), 147-171.

• Sewell, A., Kennett, A., & Pugh, V. (2022). Universal Design for Learning as a theory of inclusive practice for use by educational psychologists. Educational Psychology in Practice, 38(4), 364-378.

• Pozas, M., Letzel, V., & Schneider, C. (2020). Teachers and differentiated instruction: exploring differentiation practices to address student diversity. Journal of Research in Special Educational Needs, 20(3), 217-230.

• Suprayogi, M. N., Valcke, M., & Godwin, R. (2017). Teachers and their implementation of differentiated instruction in the classroom. Teaching and teacher education, 67, 291-301.

• Pozas, M., Letzel, V., & Schneider, C. (2020). Teachers and differentiated instruction: exploring differentiation practices to address student diversity. Journal of Research in Special Educational Needs, 20(3), 217-230.

• Neal, S. C., Norwalk, K. E., & Haskett, M. E. (2020). Differential impacts of the

Incredible Years-Teacher Classroom Management program based on young children's risk profiles. Early Childhood Research Quarterly, 51, 473-482.
• Griful-Freixenet, J., Struyven, K., Vantieghem, W., & Gheyssens, E. (2020). Exploring the interrelationship between universal design for learning (UDL) and differentiated instruction (DI): A systematic review. Educational Research Review, 29, 100306.

<u>*Additional Reading Material:*</u>
• אבישר, ג' (2010). הכלה ונגישות, מכון מופת. עמ'. 162-156.
• 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' 72-59). יוזמה - מרכז לידע ולמחקר בחינוך .
• שץ-אופנהיימר, א. (2006) תפקידין של המורה בכיתה הטרוגנית על פי גישתו החינוכית של קרל פרנקנשטיין. מפגש לעבודה חינוכית-סוציאלית, (24), 120-107.
• 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."
• Mastropieri, M.A. & Scruggs. T.E. (2010).Improving attention and memory. The Inclusive Classroom. Merrill: Ohio. 230-245.
• Mastropieri, M.A. & Scruggs. T.E. (2010). Effective differentiated instruction for all students. The Inclusive Classroom. Merrill: Ohio. 125-147.
• Mastropieri, M.A. & Scruggs. T.E. (2010).Assessment. The Inclusive Classroom. Merrill: Ohio. 273-293.
• Strickler, K., "Examining the Impact of Cooperative Learning Groups on Social Interactions in Inclusive Classrooms" (2018). Education: Student Scholarship & Creative Works. 8. https://jayscholar.etown.edu/edstu/8
• Hall, T., Strangman, N. & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. NCAC Effective Classroom Practices. 1-22.
• 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.

<u>*Grading Scheme:*</u>
Written Exam % 70
Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

<u>*Additional information:*</u>