The Hebrew University of Jerusalem

Syllabus

School as an inclusive environment: Heterogeneity in the classroom - 34230

Last update 26-08-2020

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Thomas Gumpel

 Coordinator Email: tom.gumpel@mail.huj

Coordinator Office Hours: tomgumpel.youcanbook.me

Teaching Staff:
  Prof Thomas Peter Gumpel

Course/Module description:
  What makes a school inclusive? Is there really a place for all students? Can all learners find a home in a "regular" classroom, and who defines what "regular" is? In this course, I will try to challenge your thinking about how schools are structured. If you keep an open mind, I am sure that we can break the barriers of what we have come to expect from our schools.

Course/Module aims:

Learning outcomes - On successful completion of this module, students should be able to:
  On successful completion of this course, you will be able to describe the current trend for inclusive education and put it in an international context. You will be able to describe multiple marginalizations and how they serve the current power structure. Most importantly, you will be able to critically evaluate the need for real educational reform.

Attendance requirements(%):
  100

Teaching arrangement and method of instruction:

Course/Module Content:
  14.3 Inclusion and abelism
Topic 1. (Storey, 2007)

22.3 International approaches to inclusion
Topic 2. (Florian & Rouse, 2014)

 (Gumpel, Koller, Weintraub, Werner, & Wiesenthal, 2020)

5.4 Organizational issues
Topic 3. (McLeskey, Waldron, Spooner, & Algozzine, 2014)

(Deppeler, 2012)

12.4 What are inclusive schools?
Topic 4. (Hoppey & McLeskey, 2014)

19.4 MTSS and RTI
Topic 5. (Johnson & Mellard, 2014)

26.4 UDL
Topic 6. (Ok, Rao, Bryant, & McDougall, 2017)

(Ashman, 2012)

3.5 Other types of interventions
Topic 7. (Azorín & Ainscow, 2018)

24.5 Inclusion for all?
Topic 8.

31.5 Behavioral issues
Topic 9. (Anderson & Rodriguez, 2014)

7.6 Multiple marginalizations
Topic 10.

Required Reading:
Anderson, C. M., & Rodriguez, B. J. (2014). Supporting Students with Behavioral Challenges in Inclusive Schools. Handbook of Effective Inclusive Schools: Research and Practice, 410.
Ashman, A. F. (2012). Facilitating inclusion through responsive teaching. In C. Boyle & K. Topping (Eds.), What works in inclusion? (pp. 81-97).
Azorín, C., & Ainscow, M. (2018). Guiding schools on their journey towards inclusion. International Journal of Inclusive Education, 1-19.
Deppeler, J. (2012). Developing inclusive practices: Innovation through

collaboration. In C. Boyle & K. Topping (Eds.), What works in inclusion? (pp. 125-138).

Florian, L., & Rouse, M. (2014). International perspectives: What can be known about effective inclusive schools? In Handbook of effective inclusive schools (pp. 517-530): Routledge.

Gumpel, T. P., Koller, J., Weintraub, N., Werner, S., & Wiesenthal, V. (2020). The 3P model for creating sustainable educational reform: An epilogue to the special issue. Journal of Educational Administration, 58(5), 571-584. doi:10.1108/jea-03-2020-0074

Hoppey, D., & McLeskey, J. (2014). What are Qualities of Effective Inclusive Schools? In Handbook of effective inclusive schools (pp. 27-39): Routledge.

Kokozos, M., & Gonzalez, M. (2020). Critical Inclusion: Disrupting LGBTQ Normative Frameworks in School Contexts. Equity & Excellence in Education, 1-14. doi:10.1080/10665684.2020.1764881

McDermott, R., & Varenne, H. (1995). Culture "as" Disability. Anthropology & Education Quarterly, 26(3), 324-348. Retrieved from http://www.jstor.org/stable/3195676

Johnson, E. S., & Mellard, D. F. (2014). Multi-tiered system of supports for effective inclusion in secondary schools. In Handbook of Effective Inclusive Schools (pp. 220-238): Routledge.

McLeskey, J., Waldron, N. L., Spooner, F., & Algozzine, B. (2014). What are effective inclusive schools and why are they important? In Handbook of effective inclusive schools (pp. 13-26): Routledge.

Ok, M. W., Rao, K., Bryant, B. R., & McDougall, D. (2017). Universal Design for Learning in pre-K to grade 12 classrooms: A systematic review of research. Exceptionality, 25(2), 116-138.

Storey, K. (2007). Combating ableism in schools. Preventing school failure: Alternative education for children and youth, 52(1), 56-58.

 Additional Reading Material:

 Course/Module evaluation:
 End of year written/oral examination 0 %
 Presentation 60 %
 Participation in Tutorials 0 %
 Project work 0 %
 Assignments 40 %
 Reports 0 %
 Research project 0 %
 Quizzes 0 %
 Other 0 %

Additional information: