

*WP3 DEVELOPMENT: DESIGN AN IMPLEMENT A TRAINING COURSE ON INCLUSIVE
EDUCATION FOR UNIVERSITY TEACHERS IN CHINA*

SYLLABUS

Hosted University: Sichuan Normal University, Chengdu.

University: Instituto Politécnico de Lisboa.

Dates: 17, 18, 19 July

Title of the training course: Personal and professional training.

Trainer: Isabel Madueira

Addressed to: 40 teachers, 10 from each Chinese University.

Skills (competences):

1. Analyze different teacher's training study plans regarding the principles of inclusive education.
2. Identify training strategies that promote the development of inclusive beliefs and attitudes in teachers.
3. Identify relevant themes for inclusive teacher education.
4. Evaluate the impact of his/her own teacher training strategies in student teaching practices.

Learning outcomes:

1. Design a subject program about inclusive education within teachers training course.
2. Suggest improvements in teachers training program of his/her institution in order to promote inclusive education practices in students.
3. Devise classroom activities that promote inclusive practices in students.

Contents:

1. Profile of inclusive teacher: knowledge, attitudes and values.
2. Initial teacher education for inclusion

- 2.1. Training models
- 2.2. Structure and organization
3. In-Service teacher education and professional development in inclusive school
4. Teacher education and research - towards an inclusive evidence-based pedagogical practice

Methodology/approach/philosophy

The workshop will combine in-person classes and blended learning. The platform of the project (MOODLE) is going to be one of the main channels of communication and interaction for the blended learning piece, while the in-person classes will be delivered over a three day period (12 hours in total).

As part of the online activities participants will be expected to complete a variety of exercises both individually and in a group: analyze some documents. As part of the in person sessions, group activities will be used to facilitate collaboration between students. Situations, study cases and problems will be introduced and candidates will have to analyze, to debate and address the relevant issues that arise dealing with them. Once this task is completed, the final product will be presented to other groups who will provide feedback. Finally, this task incorporates in person sessions and online resources, as it will be requested that once all feedback is incorporated by each team, the unit will be shared as a resource with others. This task demands collective participation and feedback in order to develop materials to be used as part of the Master Course. A final piece will include an individual reflection on team working.

Timing:

20 hours: 12h face to face, 8h on line.

Assessment:

1. Activities and works.
2. Self-assessment

References

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