



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Inclusive and Personalised Education	S271

Academic staff	Core academic unit(s)
Coordinating: dr. Regina Karvelienė Other: assoc.prof. dr. Renata Geležinienė	Institute of Education of Šiauliai Academy

Study cycle	Type of the course unit
First	Mandatory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face to face / Distance	Fall	Lithuanian / English

Requisites	
Prerequisites: English language skills at an upper-intermediate level (B2).	Co-requisites (if relevant): no

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	53	80

Purpose of the course unit		
The purpose of the course is to gain knowledge and understanding of the concept of inclusion, the processes of inclusive and personalised education, their development in Lithuania and the world, the impact on education systems; develop the ability to properly choose and apply the principles and strategies of inclusive and personalised education in simulated and/or real educational situations.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to analyse the theories underlying the ideas of inclusion, inclusive and personalised education; will be able to explain the principles of ensuring essential human rights.	Information search task, discussion, literature analysis, document analysis, lecture, reflection.	Exam, literature review preparation and presentation.
Will be able to analyse and understand international and national documents regulating inclusion, inclusive and personalised education processes.	Documents and literature analysis, group work, discussion.	Exam, literature review, presentation, participation in discussion.
Will be able to understand and recognise the diverse needs of learners arising not only from disability or impairment, but also from gender, racial, ethnic, religious, social, cultural differences.	Lecture, information search task, discussion, group work, literature analysis.	Presentation (prepared in groups).
Will be able to compare, analyse, solve problems arising in the process of	Literature analysis, group work, practical tasks.	Individual work and its presentation.

inclusive and personalised education, make suggestions individually and in groups.		
Will be able to communicate and cooperate with people of different ages: students, their parents, teachers, etc. specialists in creating and ensuring educational environments for everyone.	Discussion, group work.	Reflection.
Will develop their international competences by analysing documents, scientific literature, participating in discussions, seminars, conferences with students and lecturers.	Information search, analysis of scientific articles, discussion and group work.	Individual work and its presentation.
Will be able to select and manage relevant scientific and professional information from various sources, use modern information technologies, international databases of scientific sources.	Information search, analysis of scientific articles, discussion and group work.	Individual work and its presentation

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Theoretical background of inclusion and inclusive education. The concept of inclusive education and its development.	2						2	2	Preparation for the seminar, analysis of scientific literature and documents.
2. Human rights and equal opportunities. Access to education.	2			2			4	2	Preparation for the seminar, analysis of scientific literature. Group discussion.
3. Philosophical and psychological origins of personalized learning, concept.	2						2	5	Analysis of scientific articles, reflection.
4. Problems and challenges of learning personalization.	2						2	0	-
5. Inclusive and personalised education as a priority of education policy.	2						2	4	Analysis of scientific literature and documents. Discussion.
6. Diversity of students in educational institutions and their educational needs.	2	1	2	2			7	10	Preparation for the seminar, group work, discussion.
7. Features of an inclusive educational institution; creation of inclusive educational institution.	2	1	2	2			7	10	Analysis of scientific literature, group work, presentation of the discussion results (in PowerPoint format)
8. Universal design for learning.	2		1	2			5	6	Group work, reflection.

9.	Pedagogical strategies promoting personalized learning.	2		2	4			8	10	Creating a learning scenario, written reflection.
10.	Empowering the student by ensuring personalized education.	2						2	5	Group work
11.	Construction of an individual education plan (IEP) by personalizing learning for students with SEN.	2	1	3	4			10	10	Case study: construction of an individual education plan. Work in a group.
12.	Exam		2					2	16	Preparation for the exam.
Total		22	5	10	16			53	80	

Assessment strategy	Weight %	Deadline	Assessment criteria
Intermediate task - group work. A case study in the context of inclusive education	30	October - November	Properly chosen real situation for case analysis; revealed the characteristics of the vulnerable group, special needs; identified situations of violation of human rights and discrimination; given recommendations that respond to the situation. Adequate theoretical structure: stated goal, tasks, applied analysis methods; properly selected sources. Clear presentation PowerPoint structure, logical consistency, systematic approach, argumentation, reliance on statistics, data, research, evaluation of selected alternatives.
Intermediate task. Case study - IEP in the context of personalized education	30	November -December	The extent to which the presented IEP is specific, measurable, attainable, realistic, and implemented on time is evaluated according to five areas. Each area is characterized by specific criteria that are introduced before the assignment is submitted.
Exam	40	December - January	Test or Scientific Essay

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Booth T., Ainscow M.	2016	<i>Index for Inclusion: a guide to school development led by inclusive values</i>		Index for Inclusion Network, Cambridge
Ydesen C., Milner A. L., Aderet-German T., Caride E. G., Ruan Y.	2022	<i>Educational Assessment and Inclusive Education. Paradoxes, Perspectives and Potentialities</i>		Springer Books. https://link.springer.com/book/10.1007/978-3-031-19004-9
Galkienė A., Monkevoičienė O.	2021	<i>Improving Inclusive Education through Universal Design for Learning</i>		SpringerLink Fully Open Access Books OAPEN
Bray, B., & McClaskey, K..	2012	<i>Personalization vs differentiation vs individualization</i>		http://education.ky.gov/school/innov/Documents/BB-KM-Personalizedlearningchart-2012.pdf
Beech, M.	2015	<i>Developing Quality Individual Education Plans</i>		Florida Department of Education Bureau of Exceptional Education and Student Services. http://www.fldoe.org/core/fileparse.php/769

				0/urlt/0070122-qualityieps.pdf
Recommended reading				
Lakkala S., Galkienė A., Cierpialowska T., Tomecek S., Uusiautti S.	2021	<i>Teachers Supporting Students in Collaborative Ways—An Analysis of Collaborative Work Creating Supportive Learning Environments for Every Student in a School: Cases from Austria, Finland, Lithuania, and Poland</i>		GFMER Free Medical Journals Publicly Available Content Database
Barton L., Armstrong F.	2008	<i>Policy, experience and change: cross-cultural reflections on inclusive education</i>		Springer
European Agency for Special Needs and Inclusive Education				European Agency for Special Needs and Inclusive Education website (european-agency.org)