

RECUPERAÇÃO DE APRENDIZAGENS: ESCOLA INCLUSIVA



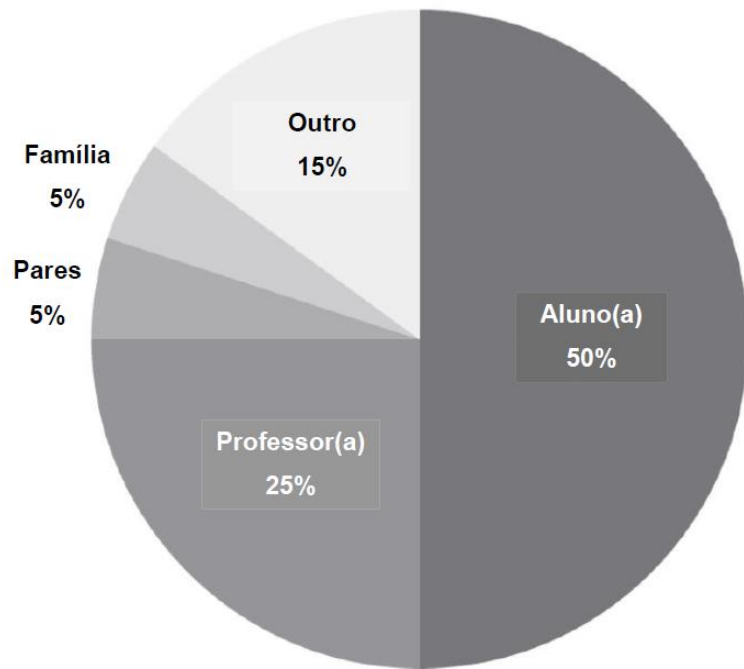


Ciências que estudam a aprendizagem



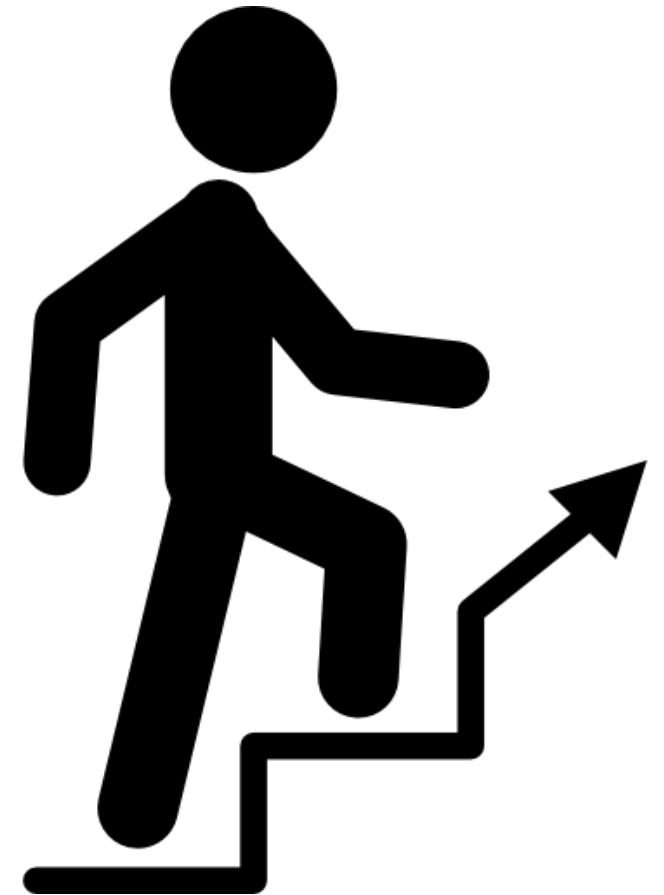
Baseado no esquema proposto por Tokuhamas-Espinosa, cit. In Rato (2023)

Que fatores contribuem para aprender?



Metade da aprendizagem depende do que o aluno faz (Hattie, 2015)

Student Background	Social and Emotional Learning	Cognition
Adverse Experiences	Emotion	Attention
Physical Well-being	Self-regulation	Inhibition
Safety		Short-term Memory
Sleep		Speed of Processing
Socioeconomic Status		Working Memory





- Qual a presença do conhecimento neurocientífico no currículo dos cursos de Educação Básica?

Looking for the Brain Inside the Initial Teacher Training and Outreach Books in Portugal

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The fascination with exception. This growing training or books on their basic training and official Initial Teacher Training scientific standards. Also can access to learn about the ITT courses taught institutions, to identify those searched for the neuro National Library of Portugal were reviewed through curricular units indicating learning, would be taught of brain-related books for this field of study but misunderstandings about

TABLE 2 | Selected curricular units with mind-brain approach in the Initial Teacher Training (ITT) courses (N = 46).

Curricular Units	<i>Psychology of Development and Learning</i>	<i>Educational Psychology</i>	<i>Human Biology*</i>	<i>Language Acquisition and Development*</i>
	Developmental Psychology I and II	<i>Psychology of Education</i>	<i>Human Biology and Health</i>	Portuguese and Language Acquisition
	Childhood and Adolescence Psychology	Foundations of Educational Psychology	Human Biology and Health Promotion	Reading and Writing Psychogenesis*
	<i>Child Psychology</i>		Human Body and Health	Language, Cognition, and Plurilingual*
Main scientific domain	Developmental psychology (n = 26)	Educational psychology (n = 9)	Human biology (n = 5)	Psycholinguistics (n = 6)

*Optional unit; in italics more than one record.

recognizes that science outreach could be a way to increase the scientific literacy of school teachers with the research community working more in this direction, but, since a previous problem seems to be unsolved, there is an urgent need for specialized attention to the development of training curricula for future kindergarten and elementary school teachers.

Keywords: syllabus, teacher training courses, neuroscience education, outreach books, mind, brain, and education, rapid review

OPEN ACCESS

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Specialty section:

This article was submitted to
Educational Psychology,
a section of the journal
Frontiers in Psychology

Received: 09 July 2021

Accepted: 21 January 2022

Published: 28 February 2022

Ausência de aulas/acompanhamento do Professor (*learning loss post covid*)

➤ perda aquando menor capital sociocultural

Schult et al., 2022, *School Effectiveness and School Improvement*

➤ perda nos mais novos (mais velhos quase inalterados)

Tomasik & Moser, 2020, *International Journal of Psychology*

➤ perda nas Necessidades Educativas Especiais

Dvorsky et al., 2023, *Current Opinion in Psychology*

Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis

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ABSTRACT

This study integrates research about differentiation and individualisation in inclusive education since the UN Convention on the Rights of Persons with Disabilities in 2006 (United Nations, 2006). The concept of inclusive education for all learners increases the requirement for teachers to create educational spaces that encourage stimulating teaching and learning processes. Accordingly, a methodological shift from the traditional 'one-size-fits-all' model to individualised teaching and learning offers a starting point for educational equity. The aim of this paper is to investigate the progress of differentiated and individualised teaching practices in inclusive classroom settings considering collaboration and teamwork, instructional practices, organisational practices and social/emotional/behavioural practices (see Finkelstein, Sharma, & Furlonger, 2019. "The Inclusive Practices of Classroom Teachers: A Scoping Review and Thematic Analysis." *International Journal of Inclusive Education*, 1–28). Results of a criteria-based review considering papers from 2008 to December 2018 encompass 17 articles that were included in the narrative synthesis. Results indicated that the following aspects are characteristic of inclusive education: collaboration and co-teaching, grouping, modification (of assessment, content, extent, instruction, learning environment, material, process, product and time frame), individual motivation and feedback, and personnel support of students. Implications of the findings and gaps in the research have been outlined.

KEYWORDS

Inclusive education; differentiation; individualisation; inclusive teaching practices; systematic review

não há uma pedagogia específica

crianças com NE diferem amplamente,
ainda que com o mesmo diagnóstico

práticas sob medida para cada criança



Modelo de resposta à intervenção

! necessidades complexas de comunicação

(ainda há alunos sem estar verdadeiramente incluídos nas salas de aula)