

Subject card

Subject name and code	Supporting Diverse Learners in Inclusive Education through Universal Design for Learning - from theory to practice, PG_00202483						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject			2028/2029	
Education level	uniform Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group	
Mode of study	full-time studies		Mode of delivery			at the university	
Year of study	3		Language of instruction			English	
Semester of study	6		ECTS credits			2.0	
Learning profile	academic		Assessment form			credit	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Martyna Olszewska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	20		5.0		25.0	50
Subject objectives	The goal of the class is to familiarize students with strategies for supporting learners with diverse needs in inclusive education through the use of Universal Design for Learning (UDL), with a focus on practical application.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[C.1.U.6] is able to use theoretical approaches in an in-depth way in order to analyze, interpret and design strategies for pedagogical activities; is able to generate solutions to specific pedagogical problems and forecast the course of their solution and predict the effects of planned activities	The student is able to use pedagogical theories to analyze and design teaching strategies aligned with UDL principles; can solve specific educational problems related to learner diversity	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[C.1.U.3] is able to adapt activities to human development deficits; basing on knowledge about human development disorders is able to develop educational and rehabilitation tasks for a disabled person and their environment; able to adapt activities to human development deficits	The student is able to adapt educational activities to individual developmental needs and design learning and support tasks within an inclusive environment.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[C.1.K.2] is ready to actively participate in groups, organizations and institutions carrying out pedagogical activities; is ready to communicate with people who are and are not specialists in a given field	The student is prepared to collaborate in interdisciplinary teams and communicate effectively with both specialists and non-specialists in educational contexts.	[SK1] oral statement/conversation/discussion
	[C.1.K.1] is ready to undertake pedagogical activities in a social environment and professional challenges; is ready to take responsibility for implementing individual and team professional activities for a person with a disability	The student is willing to take on pedagogical responsibilities in response to the challenges of inclusive education and assumes responsibility for the quality and effectiveness of support for diverse learners.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[C.1.K.3] is ready to prepare, design and implement pedagogical activities	The student is ready to responsibly plan and carry out pedagogical activities that address the diverse needs of learners in inclusive education.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[C.1.W.1] has in-depth knowledge of the biological and medical foundations of education and training	The student knows and understands the biological and medical foundations of educating individuals with disabilities which form the basis for implementing Universal Design for Learning in inclusive education.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[C.1.W.8] knows and understands theories regarding the cultural determinants of educational processes of people with disabilities	The student has an in-depth understanding of theories related to the cultural conditions of educational processes involving individuals with disabilities which form the basis for implementing Universal Design for Learning in inclusive education.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

Subject contents	<p>1. Universal Design for Learning (UDL) history, definitions, principles, guidelines.</p> <p>2. UDL tools and the incorporating them to teaching:</p> <ul style="list-style-type: none"> - Collaborative Learning; - Cooperative Learning; - Project Based Learning; - Problem Based Learning; - Design Thinking; - STEAM. <p>3. Organizational aspects of teaching using UDL.</p> <p>4. Case study.</p>														
Prerequisites and co-requisites															
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 949 794 976">Subject passing criteria</th> <th data-bbox="801 949 1139 976">Passing threshold</th> <th data-bbox="1145 949 1481 976">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 981 794 1008">presentation of a design</td> <td data-bbox="801 981 1139 1008">50.0%</td> <td data-bbox="1145 981 1481 1008">30.0%</td> </tr> <tr> <td data-bbox="456 1012 794 1039">designing a lesson</td> <td data-bbox="801 1012 1139 1039">50.0%</td> <td data-bbox="1145 1012 1481 1039">60.0%</td> </tr> <tr> <td data-bbox="456 1043 794 1070">active participation</td> <td data-bbox="801 1043 1139 1070">75.0%</td> <td data-bbox="1145 1043 1481 1070">10.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	presentation of a design	50.0%	30.0%	designing a lesson	50.0%	60.0%	active participation	75.0%	10.0%
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Recommended reading	Basic literature	<p>Brillante, P., & Nemeth, K. (2017). <i>Universal Design for Learning in the Early Childhood Classroom: Teaching Children of all Languages, Cultures, and Abilities, Birth 8 Years</i>. Routledge.</p> <p>Fovet, F. (2021). <i>Handbook of Research on Applying Universal Design for Learning across Disciplines: Concepts, Case Studies, and Practical Implementation</i>. IGI Global.</p> <p>Galkienė, A., & Monkevičienė, O. (2021). <i>Improving Inclusive Education through Universal Design for Learning</i>. Springer.</p> <p>Gargiulo, R. M., & Metcalf, D. J. (2022). <i>Teaching in Today's Inclusive Classrooms: a Universal Design for Learning Approach</i> (4th ed.). Cengage Learning.</p> <p>Hall, T. E., Robinson, K. H., & Gordon, D. (2024). <i>Universal Design for Learning in the Classroom: Practical Applications for K-12 and Beyond</i>. Guilford Publications.</p> <p>Hanuscin, D., & van Garderen, D. (2020). <i>Universal Design for Learning Science: Reframing Elementary Instruction in Physical Science</i>. NSTA Press</p> <p>Jung L.A. (2023). <i>Seen, Heard, and Valued: Universal Design for Learning and Beyond</i>. Corwin Press.</p> <p>Murawski, W. W., & Kathy Lynn Scott. (2019). <i>What Really Works with Universal Design for Learning</i>. Corwin.</p> <p>Rapp, W. H. (2018). <i>Universal Design for Learning in Action : 100 Ways to Teach all Learners</i>. Brookes Publishing.</p>
	Supplementary literature	<p>Kelly, P., & Ralabate, P. (2024). <i>True Inclusion with UDL</i>. Brookes Publishing Company.</p> <p>Novak, K., & Couros, G. (2022). <i>UDL now! : a teachers guide to applying universal design for learning</i>. CAST Professional Publishing.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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