

**Subject card**

<b>Subject name and code</b>	Supporting Diverse Learners in Inclusive Education through Universal Design for Learning - from theory to practice, PG_00202483						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026		<b>Academic year of realisation of subject</b>			2028/2029	
<b>Education level</b>	uniform Master's studies		<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group	
<b>Mode of study</b>	full-time studies		<b>Mode of delivery</b>			at the university	
<b>Year of study</b>	3		<b>Language of instruction</b>			English	
<b>Semester of study</b>	6		<b>ECTS credits</b>			2.0	
<b>Learning profile</b>	academic		<b>Assessment form</b>			credit	
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Martyna Olszewska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	20		5.0		25.0	50
<b>Subject objectives</b>	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"> <li>- Collaborative Learning;</li> <li>- Cooperative Learning;</li> <li>- Project Based Learning;</li> <li>- Problem Based Learning;</li> <li>- Design Thinking;</li> <li>- STEAM.</li> </ul> <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="454 952 794 981">Subject passing criteria</th> <th data-bbox="799 952 1139 981">Passing threshold</th> <th data-bbox="1144 952 1482 981">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 987 794 1016">presentation of a design</td> <td data-bbox="799 987 1139 1016">50.0%</td> <td data-bbox="1144 987 1482 1016">30.0%</td> </tr> <tr> <td data-bbox="454 1023 794 1052">designing a lesson</td> <td data-bbox="799 1023 1139 1052">50.0%</td> <td data-bbox="1144 1023 1482 1052">60.0%</td> </tr> <tr> <td data-bbox="454 1059 794 1088">active participation</td> <td data-bbox="799 1059 1139 1088">75.0%</td> <td data-bbox="1144 1059 1482 1088">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., &amp; 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., &amp; Monkevičienė, O. (2021). <i>Improving Inclusive Education through Universal Design for Learning</i>. Springer.</p> <p>Gargiulo, R. M., &amp; 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., &amp; 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., &amp; 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., &amp; 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., &amp; Ralabate, P. (2024). <i>True Inclusion with UDL</i>. Brookes Publishing Company.</p> <p>Novak, K., &amp; 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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