



المدرسة العليا للتربية والتكوين - أكادير
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ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

Higher School of Education and Training– Agadir

Bachelor's Degree in Education Secondary Education – English Language



For further details, visit our website: www.esefa.uiz.ac.ma
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Module Title: Special educational needs and inclusive education

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M40
Semester:	6
Language of Instruction :	English
Nature of Module:	Disciplinary
Total Hours :	50 hours (40 in-person, 10 Online)
Nombre de credits :	4
Mode of Instruction:	Hybrid (face to face and online)

1. MODULE SYLLABUS

1.1. Competencies to be acquired

By the end of this module, students will be able to:

- Define special educational needs and learners with disabilities
- Recognize the diverse needs of learners across different age groups and levels
- Identify areas of learning difficulty in students
- Understand the concept and importance of inclusive education
- Differentiate instructional planning for learners with difficulties
- Identify major theories related to individual learner differences (physical, intellectual, social, cognitive, and psychological)
- Apply appropriate techniques, materials, and instructional strategies to meet the needs of diverse learners.

1.2. Knowledge to be acquired

By the end of this module, students will have learned the following knowledge areas:

- The concept and importance of inclusive education

- Identify major theories related to individual learner differences (physical, intellectual, social, cognitive, and psychological)
- The various needs of learners with difficulties
- Diverse resources, materials and instructional strategies appropriate for learners with difficulties.

1.3. Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	Total VH
	4	20	14			10	6	50
ECTS/VH global du module	4	20	14			10	6	50
% VH		40%	28%			20%	12%	100%

Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40H	10H		50h
% of Total Volume	80%	20%		100%

1.4. Detailed Module Content Description

Week	Topics
Week 1	Introduction to Special Educational Needs (SEN) Overview of the module, definitions, legal frameworks, and the role of inclusive education in today's classrooms.
Week 2	Understanding SEN: Definitions, Concepts, and Measures Exploring various national and international perspectives, key terminologies, and identification processes.
Week 3	Case Studies in SEN: Real-World Educational Scenarios Analysis of real-life student cases to identify needs and appropriate interventions

Week 4	Cognition and Learning Difficulties Focus on dyslexia, dyspraxia, dyscalculia, dysgraphia, and Down syndrome.
Week 5	Behavioural, Emotional, and Social Difficulties Exploring ADHD, ADD, conduct issues, and strategies for emotional regulation and behavioral support.
Week 6	Sensory and Physical Disabilities Addressing visual and hearing impairments, mobility challenges, and accessibility measures
Week 7	Communication and Interaction Difficulties Understanding autism spectrum disorders and speech-language challenges.
Week 8	Supporting High Achievers and Twice-Exceptional Learners Exploring the needs of gifted students, hyperlexia, and differentiated instruction strategies.
Week 9	Conceptualizing Inclusive Education Philosophical foundations, equity vs. equality, and rights-based approaches.
Week 10	Instructional Planning for Inclusive Classrooms Adapting lesson plans and activities to accommodate diverse needs.
Week 11	Creating Inclusive Learning Environments: Tools and Strategies Guidelines for using inclusive language, classroom design, and assistive technologies.
Week 12	Assessment, Reflection, and Best Practices in Inclusive Education Formative and summative assessment strategies, student self-reflection, and teacher evaluation practices.
Week 13	Revision and recapitulation
Week 14	Evaluation

1.5. Teaching Methods and Pedagogical Resources

- Interactive lectures
- Discussions
- Presentations
- Group-work
- Project work
- Hands-on applications

1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

1.7. Description of Personal Work (If applicable):

Project work, assignments, further readings, ect

2. EVALUATION PROCEDURES

2.1. Evaluation Methods

- **Final Exam 60%** : written
- **Continuous Assessment 40%**: Test, quizzes, assignments, projects, presentations, etc

2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :

<https://drive.google.com/file/d/1Suzn0cWKQuinYe0jpFzAq4MQ7s2I-EP2/view>