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“Changing the School: Differentiated Instruction as an Antidote to Violence and Exclusion (AVE). A Study on Teacher Training and the Application of Freinet Techniques in Foreign Language Teaching”.



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INTRODUCTION

This dissertation explores how the training and empowerment of teachers in differentiated instruction can serve as a catalyst for positive change within the school environment. It investigates the ways in which teachers, when adequately supported and equipped, can design learning experiences that acknowledge and celebrate student diversity, thus strengthening the sense of belonging and minimizing the risk of marginalization and conflict. Furthermore, it examines how the application of Freinet techniques —with their focus on cooperation, expression, and democratic classroom practices — can reinforce these goals, particularly within the context of foreign language teaching.

RESEARCH OBJECTIVES

This study seeks to:

- Examine how professional development in differentiated instruction influences classroom climate and student interactions.
- Investigate how Freinet techniques can be integrated into differentiated teaching to support inclusive and cooperative learning environments.
- Explore the role of differentiated instruction in foreign language education in fostering empathy, collaboration and conflict resolution skills.
- Analyze how assessment is conceived and applied within Freinet pedagogy, particularly in relation to teacher and student roles, and how it supports inclusive, participatory learning.

RESEARCH ASSUMPTIONS

Based on the literature review and theoretical framework, the following hypotheses guide this study:

- Teachers trained in differentiated instruction create more inclusive and positive classroom climates.
- Freinet techniques support the implementation of differentiated teaching and foster cooperation and inclusion.
- Differentiated foreign language instruction cultivates empathy, collaboration, and conflict resolution among students.
- Assessment practices based on Freinet pedagogy empower both students and teachers, supporting democratic participation and learner autonomy.

EXPECTED IMPACT

This research addresses critical challenges in contemporary education by promoting inclusive and democratic teaching practices through differentiated instruction and Freinet pedagogy. Its expected impacts include:

- Empowering Educators: Providing actionable strategies and professional development frameworks that enable teachers to create more inclusive, student-centered classrooms.
- Innovating Assessment: Demonstrating how formative and participatory assessment approaches can improve learner engagement, autonomy, and social cohesion.
- Enhancing Language Education: Showing the unique role of foreign language teaching as a platform for cultivating empathy, cooperation, and conflict resolution skills.
- Informing Policy: Offering evidence-based insights to guide education policymakers and curriculum designers towards more inclusive and effective pedagogical models.
- Promoting Social Inclusion: Contributing to safer, more respectful school environments by reducing exclusion and school violence through pedagogical innovation.

RESEARCH METHODOLOGY

This section outlines the overall research approach and methods used to address the research questions. It details the choice of qualitative, quantitative, or mixed-methods design, describes the participants (teachers and students), explains the data collection tools (e.g., questionnaires, interviews, classroom observations), and presents the data analysis techniques. Ethical considerations and validity/reliability issues are also discussed.

ADVANCING RESEARCH

Establishing a foundation for future studies on alternative pedagogy and assessment in diverse cultural and linguistic settings.

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