INCLUSION OF STUDENTS WITH DISABILITIES IN HIGHER EDUCATION: DEMANDS OF A RECONFIGURATION OF KNOWLEDGE, CONCEPTIONS AND TEACHING PRACTICES

INCLUSÃO DE ESTUDANTES COM DEFICIÊNCIA NO ENSINO SUPERIOR: EXIGÊNCIAS DE RECONFIGURAÇÃO DE SABERES, CONCEPÇÕES E PRÁTICAS DOCENTES

INCLUSIÓN DE ESTUDIANTES CON DISCAPACIDAD EN LA ENSEÑANZA SUPERIOR: EXIGENCIAS DE RECONFIGURACIÓN DE SABERES, CONCEPCIONES Y PRÁCTICAS DOCENTES

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ABSTRACT: The text discusses about the challenge of including students with disabilities on the higher education system, choosing as main topics the access policies, the perception of students about accessibility and the identification of barriers and challenges that universities and professors face. The research was based on a qualitative exploratory approach. The research corpus consists of reports by subjects of three public institutions: UFC, UECE and UERN, it was collected through semi-structured interviews, under analysis about the permanence of subjects and their daily life experienced there in the places they work. Evidences show the overcoming of standard conceptions about development and learning, the strengthen of the understanding of the differences, the need of establishing a new rationality in the higher education system and the overcoming of several barriers to the participation and to the learning, as well as it indicates a demand of institutional policies to social inclusion, architectural issues as a noticeable obstacle for all, and that there are some pedagogical practices that corroborate to that situation.

KEYWORDS: Higher education. Inclusion. Challenges. Teaching practices.

RESUMO: O texto reflete sobre o desafio da inclusão de estudantes com deficiência no Ensino Superior, tendo como eixos discussões sobre as políticas de acesso, a percepção discente sobre acessibilidade, a identificação de barreiras e os desafios postos à Universidade e à docência. A pesquisa baseou-se em uma abordagem qualitativa do tipo exploratória. O corpus da pesquisa se constitui de relatos de sujeitos da UFC, da UECE e da UERN, coletados por meio de entrevistas semiestruturadas, em apreciação, sobre a permanência e o cotidiano vivenciado. As evidências apontam para a superação de concepções padronizadoras de desenvolvimento e

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aprendizagem, o fortalecimento do princípio do reconhecimento da diferença, a necessidade de instauração de uma nova racionalidade na Educação Superior e da superação de distintas barreiras à participação e à aprendizagem; indica também a necessidade de políticas institucionais intencionais para inclusão, barreiras arquitetônicas como empecilho notório a todos e, ainda, que já existem práticas pedagógicas de professores aliadas nessa construção.

PALAVRAS-CHAVE: *Ensino superior. Inclusão. Desafios. Práticas pedagógicas.*

RESUMEN: *El texto reflexiona sobre el desafío de incluir a los estudiantes con discapacidades en la enseñanza superior, teniendo como ejes de debates las políticas de inclusión, la percepción del estudiante sobre la inclusión, identificación de entrabes y los desafíos planteados a la universidad y enseñanza. La investigación se basó en un enfoque exploratorio cualitativo. El corpus de la investigación consta de informes de sujetos de UFC, UECE y UERN, recogidos a través de entrevistas semiestructuradas, en análisis, sobre la permanencia y el cotidiano experimentado. La investigación trae como principales resultados la superación de las concepciones comunes de desarrollo y aprendizaje, el fortalecimiento del principio de reconocimiento de las diferencias, la necesidad de una nueva racionalidad en la enseñanza superior y la superación de diferentes entrabes para la participación y el aprendizaje. Los resultados indican también la necesidad de políticas institucionales intencionales para la inclusión, resolución de problemas arquitectónicos que son un obstáculo relevante para todos. Por fin, la investigación identificó que ya existen aliados pedagógicos en esta construcción.*

PALABRAS CLAVE: *Enseñanza superior. Inclusión. Desafíos. Prácticas docentes.*

Introduction

This text discusses the inclusion of students with disabilities in higher education, considering the public policies of access, the challenges and achievements that come from educational institutions and also from subjects of law. We understand that such information explains, to a great extent, the barriers still faced by this target audience, however, in turn, they also present the main goals-targets of transformation necessary to be implemented in higher education institutions (HEIs).

The study undertaken here reflects on the ideas pertaining to the area regarding the inclusion of subjects with disabilities in Higher Education. Therefore, we believe that it is necessary to tighten the policy of including these students in HEIs and, also, to understand and monitor the implications of this process in university teaching.

It is clear that the presence of students with disabilities in HEIs strengthens the consolidation of subjects' rights, the struggles undertaken and the advances achieved, but it also reveals conflicts inherent to institutional and pedagogical practice, which manifests in ongoing evaluative practices, notably, great impediments, as they are characterized, predominantly, as

classificatory and selective, while the speeches of inclusion will require teachers to produce subjectivities with a view to solidarity, cooperation/collaboration, to welcoming.

In higher education, we find, in particular, a conflict generated by the selective and exclusive perspective dictated by the secularity of this institution and its formation objectives expected by society. The teaching weaknesses to deal with the difference are evident in teaching regarding pedagogical practices and forms of support, but there is also a specific challenge in the evaluation process and in its traditional forms of achievement.

Teaching in higher education should be the object of investigation by institutions and their managers, due to the importance it has for the pillars of teaching, research and extension, involving the nuances of this professional performance in the political, pedagogical and sociocultural fields. Some questions are provocative for reflection: what does a student with a disability awaken in HEI teachers? And yet, what enhances university teaching for inclusion?

Higher education teachers are busy and follow an extensive professional program, which goes beyond the activities of preparing and teaching classes. In the day-to-day, in the daily life of the university, professors are responsible for the participation and coordination of research projects, preparation of reports, guidelines for completion of course work, production of scientific articles and other activities, supporting the tripod teaching, research and extension. Exercising these professional activities requires time, energy and dedication and, still, under your responsibility, the formation of the researcher, which is carried out in *stricto sensu* postgraduate courses.

Methodological aspects

The research was based on an exploratory qualitative approach. As an empirical field for discussion, we bring the theoretical reflections that support the study, and support the analysis of data from reports of students with disabilities, in an illustrative way, in appreciation of access, permanence and the experienced daily life.

Thus, we use, in this text, interviews with students with disabilities, being: 7 from the Federal University of Ceará[3]/UFC, 6 from the Faculty of Education and 1 from the Biological Sciences course); 1 from the State University of Ceará / UECE (Pedagogy Course); 2 from the State University of Rio Grande do Norte / UERN (1 ex-student of the Music Degree Course

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[3] UFC has around 450 students with disabilities, including: 100 visually impaired or blind, 85 with high skills, 42 with deafness, 107 with physical disability, 13 with DI, 6 with autism, 1 with Rett syndrome, 6 with multiple disability, 1 with degenerative disorder (RELATÓRIO DE ALUNOS COM NECESSIDADES ESPECIAIS, STI/UFC, Emitido em 22/8/2019).

and the other of the Nursing Course). We also articulated an interview with the UFC server who works as an *Inclusion Agent* at the institution.

These subjects' narratives can tell us a lot about the challenges faced, while they can validate (or not!) the institutional strategies implemented and subsidize, in a more committed way, this paradigmatic rupture that requires teachers to reconfigure knowledge, concepts and practices in the university context.

Challenges to inclusion in Higher Education: identifying and overcoming barriers

Official statistics [4] present the quantitative expansion of enrollment of students with disabilities in Higher Education. This increase in the number of institutions, courses and vacancies contributes to the meaning of inclusion at this level/stage of education and formation of social subjects.

Census data, as a rule, are praised as indicators of advances in the inclusion of these students, however, the (re)organization of education systems is still below what is socio-politically endorsed for a democratic institution, which is committed to equal opportunities to all subjects.

It should be noted that the presence of such students in HEIs favors the creation of new demands and, at the same time, reveals old problems that were previously unresolved or that have not had due attention, historically.

We argue that special care should be taken with students targeting Special Education so as not to penalize or victimize them, doubly, due to the lack of institutional adequacy. They have been historically excluded - by the form of exclusion abroad from education systems. We cannot reproduce forms of exclusion, now, within the system (configuring a camouflaged exclusion or pseudo-inclusion).

Thus, it is necessary to act, primarily, in order to overcome some barriers, among which we highlight: i. Overcoming subjects' standardized conceptions of development and learning; ii. The failure to recognize difference as a founding mark of humanity; iii. Overcoming barriers

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[4] Information from the Ministry of Education (MEC), published on its website, indicates the evolution in the number of enrollments in undergraduate courses for students with disabilities, global developmental disorders or high skills/giftedness (2009-2017), expressing a figure of 20,530 students in 2009 to the expressive number of 38,272 in 2017. Of this amount, we have a data that deserves caveat, since, in terms of teaching spheres, we have more students enrolled in private institutions than in public institutions. (Census of higher education, 2017). Dissemination of the main results. Directorate of Educational Statistics - Deed / MEC-INEP. Brasília-DF. September 2018. Available: http://portal.mec.gov.br/docman/setembro-2018-pdf/97041-apresentac-a-o-censo-superior-u-ltimo/file. Access: 26 Sep. 2019.

- architectural, attitudinal[5], methodological, didactic[6], programmatic and communication or informational.

A new rationality must be based on higher education. HEIs need to act quickly, due to overcoming, removing and/or minimizing barriers[7]. This requires institutional initiatives, charged in the sphere of law, especially if we are in the *realm* of a public HEI: accessibility is a law and must be met/complied with; it is the subjective right of the subjects! However, it seems that such an understanding is not yet that of institutional managers.

The educational perspectives on inclusion in education gain voluptuousness and teachers from higher education institutions know this, that is, they are not oblivious to such regulations, including, due to the highest level of intellectual formation, discernment and critical thinking they have. However, one fact is intriguing: this level of knowledge, qualification and critical thinking does not reveal itself directly in more "power" of inclusion.

Another peculiar aspect is the fact that the knowledge of all educators at this level of education already includes, in terms of ideas, the pedagogical defense about the reorganization of learning environments and how to mobilize it; the defenses regarding the necessary diversification of teaching methodologies to favor the subjects' learning and their differentiated rhythms; the importance of adopting cooperative work techniques and perspectives of collaborative learning, in a network; the insertion of learning through problem solving and socio-cognitive conflicts; in addition to recognizing protagonism and pedagogical mediation as a privileged action for the teaching and learning process, also for understanding the importance of culture and the social for the development and learning of subjects, *corpus* of interactionist ideas, etc.

Such knowledge could be turned into "solutions"; surprisingly, in this case, it is not what happens. Like the other Basic Education teachers, what echo are the following arguments: "we don't know what to do; I was not formed to teach students with disabilities!". What to think about this circumstance?

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[5] Lima and Tavares (2008) identify and analyze the taxonomy of attitudinal barriers.

[6] Lustosa (2009) presents and characterizes the concept of didactic barriers.

[7] We include here reasonable adaptations, present as an obligation to comply with the legislation. To clarify: *"[...] as adaptações razoáveis podem ser solicitadas não somente no âmbito do ensino público, como também nas entidades particulares de ensino, não podendo ser recusadas injustificadamente, sob pena de se considerar discriminação em razão da deficiência"* ("[...] reasonable adaptations can be requested not only in the context of public education, but also in private educational entities, and cannot be refused unjustifiably, under the penalty of considering discrimination due to disability"). (FERREIRA, 2019, p. 132). Available: http://www.repositorio.ufc.br/bitstream/riufc/44448/1/2019_dis_rcgslferreira.pdf. Access: set. 2019. This right is ensured by the Brazilian Inclusion Law (LBI no. 13,146 / 2015, in its article 4, §1) and by the International Convention on the Rights of Persons with Disabilities (CDPCD, article 2).

Challenges facing the University and subjects with disabilities: the perception of accessibility and the barriers to address differences in Higher Education

The concern with an educational process that recognizes inclusion as an educational principle, that respects the diversity of the subjects and the different socio-cultural contexts of the students, has been the foundation of contemporary narratives, supported by ethical, normative and pedagogical arguments.

Research on the theme (SANTOS *et al.*, 2018; PIECZKOWSKI, 2016) points to the need for a new institutional organization to meet the inclusion paradigm - which requires identifying and facing the challenges inherent in an education open to diversity. When this process is triggered, intentionally thought out, planned, executed and lucidly evaluated, a process of organizational asceticism enters the political, ideological, pedagogical dimensions, which will be reflected in new practices, in the construction of values and concepts, structural renovations, etc. ...

In turn, the concept of *inclusion* that serves as a parameter is understood as the result of a set of *cultures, policies and practices* that result in processes of effective *participation and protagonism of the subjects*, whose implications reverberate in the *(re)construction of spaces and including provisions* (of institutional policies, mainly!), according to the perspective pointed out by Booth and Ainscow (2012).

In this scenario, accessibility plays an important role in an inclusive culture, which requires taking it in a broader understanding. For the authors Maciel and Anache (2017), it is necessary that the institutions decide for structural and political changes so that these people can enter their spaces - this means the creation of forms of access through specific calls or quotas, production of accessible calls with translation into Braille and LIBRAS, providing support in conducting exams, extending exam time, etc., and then, that your needs are met for permanence[8].

The Accessibility Law (Law no. 10,098) establishes four categories of barriers: *urban architectural, architectural in buildings, architectural in transport, in communications*. In education, we also have *accessibility to the curriculum*, which is materialized in pedagogical practices and forms of support for access to knowledge.

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[8] As examples, we cite: the availability of specific furniture, support professionals, readers, audio or expanded texts, interpreters, prior availability of written materials, texts typed or printed in Braille, among other supports and/or resources, in addition to adaptations of spaces, time for evaluations or assessment instruments and other flexibilities, in recognition of the students' needs.

In a given plan, accessibility includes the availability of Libras interpreters (Decree no. 5,626/2005), the offer of assistive and communicational technology (Law no. 13,146/2015; Decree no. 7,612/2011), as well as the adequacy/adaptation of the physical space, so that it responds to the basic principles of ergonomics and physical accessibility itself (NBR 9050).

Taking UFC as an example, the *Incluir UFC Accessibility Secretariat*[9] is noteworthy, implemented as a result of a public policy to promote federal universities[10]. This secretariat assumes itself as an administrative body to enable policies and actions for the development of an inclusive and accessible university culture. Among the services, the Division of Translators and Interpreters of Sign Language (DIVITILS, Portuguese initials), with 12 professionals in this specialty; it also has specific equipment to support blind students for reading and other academic activities, in addition to libraries with informational accessibility, production of materials and computer programs. Other important actions refer to access by quotas for people with disabilities (as established by Law 13,409/2016, in the UFC since SISU 2018) and the creation of *Inclusion Agents*[11].

At UERN, at the state level, there is the Inclusive Policies and Actions Directorate (DAIN)[12], a support body for educational inclusion linked administratively, technically and pedagogically to the Dean of Undergraduate Education (PROEG), which provides material, human and pedagogical support to students with disabilities in socio-educational activities promoted at the institutional level. With regard to access to undergraduate courses, UERN adopts the quota system through the Unified Selection System (SISU) and the Selective Vocational Process (PSV/Entrance Exam), in compliance with State Law no. 9,696, of 25 February 2013, which provides for the reservation of 5% of vacancies for people with disabilities.

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[9] Created in August 2010. For more information on the actions taken by this equipment, see https://acessibilidade.ufc.br/agentes-de-acessibilidade-da-unidades-academicas/.

[10] In compliance with Decree no. 5,296/2004. "*De 2005 a 2010, o programa Incluir lançou editais com a finalidade de apoiar projetos de criação ou reestruturação desses núcleos nas IFES. No primeiro edital, em 2005, foram aprovados 13 projetos de inclusão nas instituições públicas de educação superior. [...] No total foram 199 projetos de inclusão na educação superior aprovados pelos editais do Programa Incluir.*" ("From 2005 to 2010, the *Incluir* program launched public notices in order to support projects for the creation or restructuring of these centers in the IFES. In the first call for proposals, in 2005, 13 inclusion projects were approved in public institutions of higher education. [...] In total, 199 inclusion projects in higher education were approved by the *Incluir* Program notices"). (MACIEL; ANACHE, 2017, p. 83).

[11] UFC's internal policy to support students with disabilities. The service has professionals from the institution itself (administrative technicians and/or teachers), distributed in 17 units, 4 of which are located in the interior campuses.

[12] On 18 April 2008, UERN created the Inclusion Support Department (DAIN), through Resolution 2/2008 of the University Council - CONSUNI. In 2010, it becomes the Directorate for Policies and Inclusive Actions (DAIN), through Resolution no. 31/2010-CD.

In the investigation that we carried out, the results show that, among the difficulties faced by individuals with disabilities in these institutions, architectural barriers are quite emphasized, which also demonstrates the lack of these universities in this aspect. In all the reports we find references to them:

> *I walk at the Pici Campus at UFC, it's horrible there... Also, at the Humanities Center (CH3), PREX, PRAE, nowhere I found accessibility.* (Pedagogy course, student with physical disabilities).[13]

> *What bothers me the most is the issue of the elevator that hasn't worked for over 4 years.* (Pedagogy course, student with disabilities).[14]

> *I felt a lot of difficult to climb the stairs, because the nursing classes were on the 1st floor, I had to climb the stairs, I even got to almost fall there once.* (Former student of the Nursing Course/UERN, student with visual impairment).[15]

These testimonies lead us to infer that architectural accessibility does not seem to be a priority for managers - governments, deans, pro-deans, directors, heads and course coordinators, who do not see the inclusion of students with disabilities as a subject of university policy and management.

It is necessary, by law, that the buildings have, in addition to ramps, signs to indicate bathrooms and other spaces, in addition to the need for tactile floor signs, for protection, orientation and mobility, especially for visually impaired people, although, as already we know, benefit everyone.

In another student report, we have the statement of disrespect even in face of the guarantee of the law, as shown by the following argument:

> *What's the use of having a ramp, if they park in front? What is the use of having an accessible bathroom, if it is used by people who do not have disabilities or if cleaning materials are kept there, as a deposit?* (UFC Pedagogy Course, student with physical disabilities).[16]

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[13] *Eu ando no Campus do Pici na UFC, é horrível lá... Igualmente no Centro de Humanidades (CH3), PREX, PRAE, em nenhum canto eu encontrei acessibilidade.* (Curso de Pedagogia, estudante com deficiência física).

[14] *O que me incomoda mais é a questão do elevador que não funciona há mais de 4 anos.* (Curso de Pedagogia, estudante com deficiência).

[15] *Sentia muita dificuldade para subir as escadas, porque as aulas de enfermagem eram no 1° andar, tinha que subir as escadas, já cheguei até uma vez quase cair lá.* (Ex-aluno do Curso de Enfermagem/UERN, estudante com deficiência visual).

[16] *De que adianta ter uma rampa, se estacionam na frente? De que adianta ter um banheiro acessível, se ele é utilizado por quem não tem deficiência ou é feito a guarda de material de limpeza, como depósito?* (Curso de Pedagogia da UFC, estudante com deficiência física).

In this case, there is a failure to comply with Decree no. 5,296, of 2 December 2004, which in its Article 24 states: "Educational establishments of any level, stage or modality, public or private, will provide conditions for access and use of all its environments or compartments for people with disabilities or with reduced mobility [...]"[17] (BRASIL, 2004).

In this perspective, Ribeiro (2018) certifies that the physical conditions of operation of undergraduate courses can irrevocably affect the issues of access, permanence, participation and learning of students. According to the researcher, architectural barriers are configured as a process of educational restriction and exclusion, insofar as they hinder and prevent the exercise of fundamental rights and freedoms of people with disabilities.

The communicational, attitudinal and instrumental barriers were also mentioned in the interviews:

> *With regard to attitudinal barriers, they already begin in the absence of reflection and debate in the faculty [...]. When it comes to Inclusion here it is in specific events and events that are favorable for the area, organized by teachers in the area.* (UFC Pedagogy Course, currently pursuing a Master's degree, student with a disability).[18]
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> *There is no Braille information on the walls or in the classrooms, even though there is a blind student in the 2nd semester.* (UFC Pedagogy Course, student without disabilities).[19]
>
> *In the room, for example, there is no accessibility of assistive technology resources; in this field there is really no accessibility.* (Former student of Music Course/PARFOR/UERN, student with visual impairment).[20]

These barriers restrict autonomy and participation in the various activities carried out in that environment, due to the lack of equal educational opportunities. The emotional and behavioral consequences of these processes can be seen in the following narratives:

> *I thought about quitting the course because I'm tired of having my rights violated. That is why student evasion occurs. My fight is daily. I have to fight*

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[17] "Os estabelecimentos de ensino de qualquer nível, etapa ou modalidade, públicos ou privados, proporcionarão condições de acesso e utilização de todos os seus ambientes ou compartimentos para pessoas portadoras de deficiência ou com mobilidade reduzida [...]"

[18] *Com relação às barreiras atitudinais já começam na falta de reflexão e do debate na faculdade [...]. Quando se fala de Inclusão aqui é em eventos pontuais e eventos que são propícios para a área, organizados por professores da área.* (Curso de Pedagogia da UFC, atualmente cursando o Mestrado, estudante com deficiência).

[19] *Não tem informações em Braille nas paredes e nem nas salas de aula, mesmo tendo um aluno cego que está no 2º semestre.* (Curso de Pedagogia da UFC, estudante sem deficiência).

[20] *Na sala, por exemplo, não existe acessibilidade de recurso de tecnologia assistiva; nesse campo realmente não existe acessibilidades.* (Ex-aluno curso de Música/PARFOR/UERN, estudante com deficiência visual)

> *with the whole world so that they respect me, so that there is some empathy*. (Pedagogy course, student with disabilities).[21]

> *What you need first is sensitivity to include the person, then architectural and curricular accessibility. I almost gave up on college right at the beginning of the 2nd semester. Today the university has a driver who picks me up at home and takes me to classes and to the Specialized Educational Service, in the UFC extension project, and I have an assistant for the university restaurant, when I stay for lunch there... But, in the beginning it was very difficult.[22]*

It is well known that students with disabilities manifest a pessimistic perception regarding the possibility of changing and overcoming the barriers that stand in the way of their formative paths. They signal, among other issues, disrespect for their idiosyncrasies and denounce processes and practices that hinder the implementation of a university policy that meets the basic needs of learning, participation and the exercise of citizenship.

On the other hand, we identified some claims regarding the paths that the university could follow:

> *We need to be heard and we need our needs to be met. We have the right to face-to-face education, which is included in our right to come and go and be happy. [...] My/our presence at FACED will make it change as flaws are pointed out and improvements are suggested.* (UFC Pedagogy Course, student with physical disabilities)[23]

> *First, listen to the demand of people with disabilities, give a voice. Subsequently, expand investments in infrastructure, which includes the purchase of equipment and formation of teachers, in addition to Libras interpreters available in all courses for deaf students.* (UFC Pedagogy Course, student with a disability).[24]

In view of this situation, we deduce that the actions and inclusion policies developed within the scope of UFC, UECE and UERN are relevant to the extent that they expand access.

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[21] *Eu pensei em desistir do curso porque eu estou cansada de ter os meus direitos desrespeitados. É por isso que acontece a evasão do estudante. A minha luta é diária. Eu tenho que brigar com o mundo inteiro pra que eles me respeitem, pra que haja alguma empatia.* (Curso de Pedagogia, estudante com deficiência).

[22] *O que precisa primeiro é sensibilidade em incluir a pessoa, em seguida acessibilidade arquitetônica e curricular. Eu quase desisti da faculdade logo no início do 2° semestre. Hoje a universidade disponibiliza um motorista que me pega em casa e me leva às aulas e para o Atendimento Educacional Especializado, no projeto de extensão da UFC e tenho uma auxiliar para o restaurante universitário, quando fico para almoçar lá... Mas, no começo foi muito difícil.*

[23] *Precisamos ser ouvidos e precisamos que nossas necessidades sejam atendidas. Temos o direito a uma educação presencial, que está incluída no nosso direito de ir e vir e de ser feliz. [...] A minha/nossa presença na Faced vai fazê-la mudar na medida em que falhas forem sendo apontadas e melhorias forem sendo sugeridas.* (Curso de Pedagogia da UFC, estudante com deficiência física)

[24] *Primeiramente, ouvir a demanda das pessoas com deficiência, dar voz. Posteriormente, ampliar os investimentos em infraestrutura, o que inclui a compra de equipamentos e treinamento de professores, além de intérpretes de libras disponíveis em todos os cursos para os alunos surdos.* (Curso de Pedagogia da UFC, estudante com deficiência)

However, we emphasize that we still have a long way to go in the construction of cultures, policies and practices that materialize in an effective work of removing barriers that hinder learning and the development of autonomy, independence and empowerment of students with disabilities. It is necessary to offer material, human and pedagogical support to students with disabilities.

Inclusion practices in education: challenges to teaching in Higher Education

The on-screen discussions show us how necessary the changes are in the context of the university, "[...] which implies overcoming major barriers: in attitudes and ways of understanding and dealing with differences; in pedagogical practices, properly speaking, in overcoming didactic barriers"[25] (LUSTOSA, 2009, p. 145).

The report[26] of one of the visually impaired UFC students reveals the expression of this barrier in teaching practice, while also showing us that there are possibilities to overcome

> *Right when I entered the university, I had difficulty with the material provided by a professor who, at first, did not make accessible videos. In the first class, the teacher played a video in which he would have to watch and make a summary and send it by e-mail. When I went to do the activity at home, it was a video that had only images and a musical background; I asked the inclusion agent for help and did the activity; the second time another video, now in English and subtitled. So, I made a version in Braille and handed it to the teacher in the classroom: Teacher, is a text written in Braille, a version that I made especially for you, for you to read aloud, make the correction and give my grade [...]. After this episode, the teacher completely changed his posture, opening up to my needs and trying to effectively include me in the dynamics of the class. [...] The teacher became more attentive and more sensitive and it was a pleasure to have been his student. "When I grow up, I want to be like him".* (UFC Pedagogy Course, student with visual impairment).[27]

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[25] "[...] o que implica a superação de barreiras principais: nas atitudes e formas de compreender e lidar com as diferenças; nas práticas pedagógicas, propriamente ditas, na superação das barreiras didáticas."

[26] Report given at an event "*Vivências acadêmicas de alunos com deficiência visual do Curso de Pedagogia da UFC, 2019*" (Academic experiences of visually impaired students from the UFC Pedagogy Course, 2019). Available: https://youtu.be/UpE8HMmbSQw. Access: Sep. 2019.

[27] *Logo quando entrei na universidade tive dificuldade com o material disponibilizado por um professor que, a princípio, não colocava vídeos acessíveis. Na primeira aula, o professor passou um vídeo em que teria que assistir e fazer um resumo e enviá-lo por e-mail. Quando fui realizar a atividade em casa, era um vídeo que tinha apenas imagens e um fundo musical; pedi ajuda à agente de inclusão e fiz a atividade; na segunda vez outro vídeo, agora em inglês e legendado. Então, eu fiz uma versão em Braille e entreguei ao professor na sala de aula: Professor é um texto escrito em Braille, uma versão que eu fiz especialmente para o senhor, para o senhor ler em voz alta, fazer a correção e dar minha nota [...]. Após esse episódio, o professor mudou completamente sua postura, abrindo-se às minhas necessidades e buscando efetivamente me incluir na dinâmica da turma. [...] O professor passou a ser mais atento e mais sensível e foi um prazer ter sido seu aluno. "Quando crescer quero ser como ele".* (Curso de Pedagogia da UFC, estudante com deficiência visual).

In accordance with this sense, the act of teaching must be profoundly transformed to enable the participation of all students, without neglecting, however, individual differences and identities.

With the advent of the perspective of inclusion in education, the concept of accessibility also turns to the reconfiguration of pedagogical practices, material resources and space arrangements and (re)organization of didactic times, aiming at making the school curriculum accessible, through methodologies teaching methods (procedures, strategies and resources).

In this context, we mention the principles of Universal Design for Learning (DUA, Portuguese initials)[28] as a possibility to make the general curriculum accessible to all students, through diversified pedagogical practices and committed to the subjects' cognitive, psychomotor, affective, social and cultural development. According to Nunes and Madureira (2015, p. 140):

> This approach, called DUA, considers that in order to promote learning it is important that the teacher takes into account the affective networks, the recognition networks and the strategic networks. Which means the importance of the teacher organizing the pedagogical intervention systematically considering diversified strategies, in order to ensure that all students feel motivated to learn, that everyone has access to and understand the teaching contents and, finally, that everyone they live experiences according to their needs and possibilities of expression.[29]

Based on the theoretical *constructs* related to the Pedagogy of Difference and DUA, we begin to reflect on the pedagogical practices of teachers, properly speaking: what do the narratives of students with disabilities point out?

A part of students with disabilities mentioned some actions taken by teachers to meet the demands of inclusion in the classroom, adaptations that involve the organization of furniture, the change of classroom from the 1st floor to the ground floor and adaptations of a communicational nature:

> *Most [teachers] are very understanding. Some could have a little more empathy, like professor x, who decided to move us to another [more accessible] room, after having seen my difficulty walking, which helped me a*

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[28] CAST. **Universal design for learning guidelines version 2.2.** 2018. Available: http://udlguidelines.cast.org/?utm_medium=web&utm_campagin=none&utm_source=cast-home. Access: 07 Feb. 2019.

[29] Esta abordagem, designada DUA, considera que para promover a aprendizagem é importante que o professor tenha em consideração as redes afetivas, as redes de reconhecimento e as redes estratégicas. O que significa a importância de o docente organizar a intervenção pedagógica equacionando sistematicamente estratégias diversificadas, de modo a assegurar que todos os alunos se sentem motivados para aprender, que todos têm facilidade em aceder e compreender os conteúdos de ensino e, por último, que todos vivenciam experiências de acordo com as suas necessidades e possibilidades de expressão.

lot, as I quickly get to the classroom. (Biological Sciences Course at UFC, student with physical disabilities using a wheelchair).[30]

All the teachers make small adaptations that make me feel more included, whether it's putting subtitles on the film, trying to speak a little louder or speaking while looking at me. They are small things, but they make me feel more welcome. (Former student of the Nursing Course/UERN, visually impaired student).[31]

Other narratives suggest the presence of didactic barriers:

The most difficult issue was practical classes, only in practical anatomy classes [...]. The anatomy teacher applied methods that I couldn't follow. [...] she used the laser, I couldn't see what she was showing, I couldn't see what she was explaining, she was sitting with the laser showing on the board ... And I had already warned the department's teachers and she kept doing that. (Former student of the Nursing Course/UERN, student with visual impairment).[32]

I say that maybe it is not even my difficulty, it is more a methodological flaw of the teacher who should do the activities, show me and give me a little more time so that I could develop the activity and together with the class do it. (Ex-student of the Music Course/PARFOR/UERN, student with visual impairment).[33]

It seems to us that the difficulty in dealing with differences pedagogically is a reality present in Higher Education. The pedagogical foundations that advocate meeting differences in styles, rhythms and singular ways of learning, as well as the interests and different forms of expression of the subjects are not consolidated in some teaching practices.

Rodrigues (2004) offers us some hypotheses to analyze the didactic barriers present in the pedagogical practices, also reported by the students with disabilities that we expose here. According to the author, some conceptions and dilemmas interfere in the process of mobilizing teachers to adopt inclusive practices, such as: i. The university reflects little on "pedagogy,

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[30] *A maioria [dos professores] é bastante compreensiva. Alguns poderiam ter um pouco mais de empatia, como o professor x, que decidiu nos transferir para outra sala [mais acessível], depois de ter visto a minha dificuldade ao caminhar, o que me ajudou muito, pois chego rapidamente à sala de aula.* (Curso de Ciências Biológicas da UFC, estudante com deficiência física com uso de cadeira de rodas).

[31] *Todos os professores fazem pequenas adaptações que me fazem sentir mais incluída, seja colocando legenda no filme, tentando falar um pouco mais alto ou falar olhando para mim. São pequenas coisas, mas me fazem sentir mais acolhida.* (Ex-aluna do Curso de Enfermagem/UERN estudante com deficiência visual).

[32] *A questão que tinha mais dificuldade eram as aulas práticas, só nas aulas práticas de anatomia [...]. A professora de anatomia aplicava métodos que eu não conseguia acompanhar. [...] ela usava o laser, eu não conseguia ver o que ela estava mostrando, não conseguia ver o que ela estava explicando, ela ficava sentada com o laser mostrando no quadro... E eu já tinha avisado aos professores do departamento e ela continuava fazendo isso.* (Ex-aluno do Curso de Enfermagem/UERN, estudante com deficiência visual).

[33] *Eu digo que talvez não seja nem uma dificuldade minha, seja mais uma falha metodológica do professor que deveria fazer as atividades, me mostrar e me dá um pequeno tempo a mais para que pudesse desenvolver a atividade e junto com a turma fazer.* (Ex-aluno do Curso de Música/PARFOR/UERN, estudante com deficiência visual)

teaching methodologies and the causes of (in)success of its students; ii. Teachers do not realize that the "teaching-learning process is a shared, interactive process and the mutual responsibility of the teacher and the student"; iii. The fact that the teacher considers that the program of his discipline must be followed without change"[34] (RODRIGUES, 2004, p. 3). These facts prevent the attendance to differences in the university environment, to a large extent, they are reflected in teaching and learning, mutually.

Final considerations

The scenario of an increasing increase in the number of students with disabilities in HEIs in recent years, as well as the concrete presence of this student in classrooms, may allow positive implications for speeches and inclusive practices.

Therefore, we point out some aspects that indicated the need for intentional institutional policies for inclusion and for the elimination of architectural barriers, since these present themselves as a notorious obstacle to everyone. It is also important to highlight that, in the midst of the gaps, there are already pedagogical practices of teachers allied to this construction, which can serve as references for the mobilization, increasingly, of attitudes and inclusive principles.

Literature, in turn, has emphasized the importance of developing collaborative and teamwork practices between teachers and students, an aspect often relegated to the utopian plane, mainly in university teaching. Likewise, the need for the teacher to be a mediator and enabler for the general growth of his students is essential.

The panorama highlighted by the research indicates the indispensability of building an innovative understanding of the teaching and learning processes in Higher Education. Therefore, the teacher/researcher needs to face pedagogical planning and didactic action in a more flexible way, mobilizing effort and intellectual energy in the development of innovative and diversified teaching methods, capable of engaging, notably, the most challenging students.

In view of the discussions raised, we reaffirm the need to build knowledge and new pedagogical practices within Higher Education [...]. In Education, this process of inclusion, which is always endless, involves many changes aimed at increasing the learning and full participation of all. (SANTOS; FONSECA, 2013, p. 132). We emphasize that inclusion, as we

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[34] pedagogia, metodologias de ensino e sobre as causas de (in)sucesso dos seus estudantes; ii. Os professores não percebem que o "processo de ensino-aprendizagem é um processo repartido, interativo e de responsabilidade mútua do professor e do aluno"; iii. O fato de o professor considerar que o programa de sua disciplina deve ser seguido sem alteração

understand it, is a dynamic, changeable, rich and achievable process, enmeshed in values, policies and practices of social and educational justice.

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