

**PEDAGOGICAL
INNOVATION AND
INCLUSIVE EDUCATION:
INTERFACES AMONG
PUBLIC POLICIES, TEACHER
MEDIATION, ASSISTIVE
TECHNOLOGIES, AND
TEAM-BASED LEARNING**

**INOVAÇÃO PEDAGÓGICA E EDUCAÇÃO INCLUSIVA: INTERFACES ENTRE
POLÍTICAS PÚBLICAS, MEDIAÇÃO DOCENTE, TECNOLOGIAS ASSISTIVAS E
ENSINO BASEADO EM EQUIPES**

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Ângela Paula Farias Saturnino¹
Antônia Rosangela Bezerra Frutuoso²
Antônio Marcelo Castro Feitosa³
Damião Lins de Souza⁴
Francisco José Lopes Cajado⁵
Irene Mendes Fontes⁶
Jaime Martins de Sousa Neto⁷
Jocélia Araújo Costa⁸
Leide Ana Rabelo Magalhães⁹
Maria Elizabete de Araújo¹⁰
Maria Simone Félix Gurgel Vieira¹¹
Michele Aragão Fernandes¹²
Onete Raulino da Costa¹³
Paulo Henrique Barbosa Sousa¹⁴
Rickardo Léo Ramos Gomes¹⁵
Sandra Maria Oliveira dos Santos¹⁶
Sandra Maria Rodrigues¹⁷

ABSTRACT

The promotion of pedagogical practices capable of ensuring the participation and learning of all students has expanded the debate on the articulation between pedagogical innovation and inclusive education. The general objective of this study was to analyze how the articulation among public policies, teacher mediation, assistive technologies, and Team-Based Learning (TBL) contributes to pedagogical innovation and the strengthening of inclusive education by reducing learning barriers and fostering students' holistic development. The investigation adopted a qualitative approach, considered appropriate for understanding educational phenomena involving social, pedagogical, and institutional dimensions that cannot be fully captured through quantitative data alone. Two complementary research procedures were employed: a narrative literature review and documentary research. The study concludes that the integration of public policies, teacher mediation, assistive technologies, and Team-Based Learning strengthens pedagogical innovation and expands the conditions for building inclusive, collaborative, and accessible educational environments. The findings demonstrate that this articulation contributes to reducing learning barriers, supports the development of socioemotional skills, encourages student agency, and promotes holistic development. The study also highlights the need for further research investigating the application of these strategies in different educational contexts and their impacts on the effective implementation of inclusive education.

Keywords: Inclusive education; Pedagogical innovation; Assistive technologies; Team-Based Learning.

RESUMO

A promoção de práticas pedagógicas capazes de garantir a

participação e a aprendizagem de todos os estudantes tem ampliado o debate sobre a articulação entre inovação pedagógica e educação inclusiva. O objetivo geral deste estudo foi analisar como a articulação entre políticas públicas, mediação docente, tecnologias assistivas e o Ensino Baseado em Equipes (Team-Based Learning – TBL) contribui para a inovação pedagógica e para o fortalecimento da educação inclusiva, promovendo a redução das barreiras à aprendizagem e favorecendo a formação integral dos estudantes. A investigação adotou abordagem qualitativa, considerada adequada à compreensão de fenômenos educacionais que envolvem dimensões sociais, pedagógicas e institucionais não apreendidas apenas por dados quantitativos. Para sua realização, foram articulados dois procedimentos complementares: revisão narrativa e pesquisa documental. Conclui-se que a integração entre políticas públicas, mediação docente, tecnologias assistivas e Ensino Baseado em Equipes fortalece a inovação pedagógica e amplia as condições para a construção de ambientes educacionais inclusivos, colaborativos e acessíveis. O estudo demonstrou que essa articulação contribui para a redução das barreiras à aprendizagem, favorece o desenvolvimento das competências socioemocionais, estimula o protagonismo estudantil e promove a formação integral, indicando, ainda, a necessidade de novas pesquisas que investiguem a aplicação dessas estratégias em diferentes contextos educacionais e seus impactos na efetivação da educação inclusiva.

Palavras-chave: Educação inclusiva; Inovação pedagógica; Tecnologias assistivas; Ensino Baseado em Equipes.

1. INTRODUCTION

Currently, building educational systems that genuinely value equity, accessibility, and the right of all students to learn has brought about

profound changes in both public policies and everyday school practices. Inclusive education is no longer limited to ensuring enrollment; it seeks to ensure that every student remains in school, participates actively, learns, and develops holistically, regardless of their characteristics, needs, or learning pace. At the same time, pedagogical innovation has gained prominence by reorganizing teaching through methodologies, resources, and strategies that are better suited to the current challenges of inclusion, creating learning environments that are more collaborative, accessible, and student-centered.

This transformative movement is supported by recent indicators on Brazilian education. According to Instituto Rodrigo Mendes (2024), the number of students with disabilities enrolled in basic education has nearly doubled over the past decade, reaching 1.8 million students, of whom 91.3% attend regular classes in inclusive schools. This figure indicates that school inclusion is no longer an isolated proposal but has become the predominant orientation within Brazilian education systems, although its full implementation remains dependent on investments in teacher training, physical and communication accessibility, and pedagogical innovation itself.

For these efforts to materialize, different dimensions must be articulated, as their integration can enhance educational quality and expand learning opportunities. These include public policies, which establish guidelines and articulate rights; teachers' work, which guides and brings pedagogical experiences to life; assistive technologies, which help remove barriers to participation; and Team-Based Learning (TBL), an active methodology that promotes collaborative work, student agency, and the development of socioemotional skills. The integration of these elements

demonstrates that pedagogical innovation is a systemic process grounded in the development of practices that recognize diversity as an inherent characteristic of schools and promote genuinely inclusive and participatory human development.

In this context, the general objective of this study was to analyze how the articulation among public policies, teacher mediation, assistive technologies, and Team-Based Learning (TBL) contributes to pedagogical innovation and the strengthening of inclusive education by reducing learning barriers and fostering students' holistic development. To achieve this purpose, three specific objectives were established: to understand how public policies for inclusive education guide the implementation of innovative and inclusive pedagogical practices and the guarantee of students' right to learn; to analyze the role of teacher mediation and assistive technologies in building accessible, collaborative, and inclusive educational environments; and to investigate the contributions of Team-Based Learning (TBL) to collaborative learning, the development of socioemotional skills, and students' holistic development in inclusive contexts.

Regarding the methodological approach, the study adopted a qualitative approach, based on the understanding that the educational phenomena under investigation involve meanings, relationships, and contexts that cannot be fully captured through numbers or statistical indicators alone. To address this complexity, two complementary research procedures were employed: a narrative literature review and documentary research. The narrative review enabled a critical examination of the scientific literature on pedagogical innovation, inclusive education, assistive technologies, teacher mediation, and Team-Based Learning. Documentary

research, in turn, focused on analyzing the main legal provisions that structure inclusive education in Brazil. By combining these two procedures, it was possible to establish a consistent dialogue between the knowledge produced by academia and the normative foundations that guide public educational policies.

The article is divided into four sections. The first is this Introduction, which presents the contextualization of the topic, the research objectives, the methodological approach adopted, and the organization of the study. The second section details the methodology, explaining the choice of a qualitative approach and describing how the narrative literature review and documentary research were conducted. The third section presents the theoretical framework, organized around three axes: public policies and pedagogical innovation; teacher mediation articulated with assistive technologies and educational accessibility; and the contributions of Team-Based Learning to collaborative learning and students' holistic development. Finally, the fourth section presents the concluding remarks, synthesizing the main findings arising from the analysis of the narrative and documentary reviews and indicating possibilities for further research on the topic.

2. THEORETICAL FRAMEWORK

The theoretical framework, organized into three complementary topics, was developed based on the objectives established for the study and structured to enable a gradual analysis of the main aspects underlying pedagogical innovation from the perspective of inclusive education. The first topic addressed the relationship between public policies and the establishment of inclusive education, highlighting legal frameworks, the principles that guide

the right to learning, and the challenges arising from the implementation of new pedagogical approaches within education systems. The second topic focused on teacher mediation, assistive technologies, and educational accessibility, emphasizing the importance of teachers, inclusive pedagogical planning, and accessibility resources in reducing barriers to learning and participation. Finally, the third topic examined Team-Based Learning (TBL) and its contribution to collaborative learning, the development of socioemotional skills, student agency, and holistic development, connecting the foundations of active learning methodologies with the principles of inclusive education and innovation in teaching.

2.1. Public Policies And Pedagogical Innovation In The Consolidation Of Inclusive Education

What is understood in this study as pedagogical innovation is a systemic process of transforming and reorganizing practices, processes, and learning environments, rather than merely adopting new technologies or methodologies. From this perspective, pedagogical innovation involves reconstructing the practices and values that underpin the educational process by articulating resources, instructional intentionality, and practices committed to the learning of all students (Silva *et al.*, 2026). It is also a process that encompasses curriculum planning and the organization of educational experiences, fostering practices that are more flexible and responsive to diversity (Conte; Habowski, 2022). The integration of technological resources into the curriculum and pedagogical strategies, in turn, constitutes a relevant element for expanding opportunities for participation and learning (Araújo; Marcelino; Martins, 2025). Thus, in this study, pedagogical innovation does not simply mean introducing something new, but rather transforming

educational practices and contexts in a contextualized, critical, and inclusion-oriented manner.

Inclusive education in Brazil is the result of a long historical process aimed at expanding the right to education, driven by the incorporation of democratic principles into the legal system and the strengthening of public policies to promote equity. In this regard, the 1988 Constitution of the Federative Republic of Brazil established education as a right of all and a duty of both the State and the family, requiring public authorities to ensure the conditions necessary for students to access, remain in, and fully develop within the educational system. The National Education Guidelines and Framework Law (Law No. 9,394/1996) subsequently consolidated this commitment by guiding the organization of education systems according to the principles of equal opportunities, appreciation of diversity, and provision for special educational needs, establishing regulations for the development of an inclusive school (Brazil, 1988; Brazil, 1996).

This normative framework is consistent with more recent formulations concerning the meaning of inclusive education itself, which help clarify what is expected in practice from a school committed to this right. Mendes (2020, p. 34) proposes that an inclusive school is one capable of “welcoming everyone and pursuing high expectations for each individual,” a formulation that shifts the focus from simply guaranteeing enrollment to the quality of the educational experience provided to each student. Similarly, Instituto Rodrigo Mendes (2024, p. 14) defines inclusive education as “the set of political-pedagogical processes that ensure the right to learning for all through the commitment of the school community,” reinforcing the notion that responsibility for inclusion cannot be

assigned to a single sector of the school, but must be shared among school management, teachers, families, and public policy.

These understandings are closely related to five principles that have guided Instituto Rodrigo Mendes' (2024, p. 14) research and training activities on the subject for two decades:



The right of every person to quality education in a mainstream school, complemented by specialized educational services when necessary; the premise that every person learns and teaches, regardless of their particularities; the recognition that each student's learning process is unique; the understanding that interaction in heterogeneous environments benefits all those involved; and the assertion that inclusive education concerns everyone, since diversity is an inherent characteristic of the human condition.

Macedo (2020, p. 17), when discussing these same principles in the work organized by Mendes, draws attention to the seemingly paradoxical relationship between individuality and coexistence. According to the author, "we are irreducible, complementary, and inseparable from one another." This observation is relevant because it demonstrates that valuing differences is not opposed to constructing collective learning environments. On the contrary, it is within the tension between what is particular to each student and what is shared by the group that the inclusive school encounters one of its most complex pedagogical challenges.

According to Cândido *et al.* (2026, p. 3):

Thinking about public educational policies in the field of inclusion requires, above all, understanding that they do not emerge merely as administrative decisions by the State, but as historical responses to inequalities that, for a long time, prevented many students from accessing school under conditions that enabled genuine participation. When discussing inclusive education, the issue is not merely the enrollment of students with disabilities in mainstream education, but the construction of concrete conditions that allow them to be present, participate, learn, and develop with dignity.

The National Policy on Special Education from the Perspective of Inclusive Education, launched in 2008, further advanced this legal framework by restructuring the organization of specialized educational services and emphasizing that students who constitute the target population of special education should be educated in regular mainstream classes. Complementing this trajectory, the Brazilian Law for the Inclusion of Persons with Disabilities reaffirmed inclusive education as a fundamental right, prohibiting discriminatory practices and establishing shared responsibilities among educational institutions and public authorities for removing physical, communicational, pedagogical, and attitudinal barriers (Brazil, 2008; Brazil, 2015). These instruments demonstrate that school inclusion extends beyond what is established in legislation,

requiring planning, financial resources, and continuous monitoring mechanisms.

Despite the Brazilian legal framework being widely recognized for the breadth of its guarantees, the implementation of inclusion policies continues to be marked by regional disparities, structural limitations, and challenges related to continuing professional development for education professionals. According to Fontenele and Cantero (2024), gaps remain between what is established by legislation and what actually occurs in educational institutions, particularly with regard to the availability of pedagogical resources, assistive technologies, and methodological strategies that respect student diversity. Along the same lines, Gonçalves (2025) argues that the effectiveness of public policies depends not only on the creation of regulations but also on the administrative capacity of education systems to translate legal principles into actions that are reflected in the daily life of schools.

In this context, pedagogical innovation emerges as a link between legal provisions and classroom reality. Innovating involves more than using technological resources; it also entails restructuring teaching processes, adapting curricula, diversifying teaching methods, and creating learning environments that are accessible to all students. From this perspective, public policies act as drivers by fostering educational models that prioritize participation, meaningful learning, and the appreciation of diversity, while supporting practices that reduce barriers and enhance human development (Cândido *et al.*, 2026).

Before presenting the elements that articulate legal frameworks with pedagogical innovation strategies, Table 1 summarizes the

main normative instruments and their contributions to the consolidation of inclusive education in Brazil.

Table 1. Legal frameworks and contributions of public policies to the consolidation of inclusive education in Brazil

Normative instrument	Main purpose	Contributions to inclusive education	Relationship with pedagogical innovation
1988 Federal Constitution	Guarantee of the universal right to education	Recognition of education as a right for all, with equal access and opportunities for school retention	Provides the foundation for policies aimed at equity and the reorganization of pedagogical practices
LDB No. 9,394/1996	Organization of the national education system	Provides for attention to specific educational needs and promotes inclusion in mainstream education	Encourages curricular adaptations, pedagogical flexibility, and school autonomy
National Policy on Special Education from the Perspective of Inclusive Education (2008)	Reorganization of special education	Prioritizes schooling in mainstream classes and Specialized Educational Services	Promotes inclusive methodologies, accessibility, and teacher mediation
Brazilian Law for the Inclusion of Persons with	Guarantee of rights for persons with disabilities	Establishes the removal of barriers and the	Encourages accessible environments, assistive

Disabilities (Law No. 13,146/2015)		fight against discrimination	technologies, and innovation in educational processes
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Source: Prepared based on Brazil (1988; 1996; 2008; 2015), Fontenele and Cantero (2024), Cândido *et al.* (2026), and Gonçalves (2025).

The guidelines presented in Table 1 demonstrate how the expansion of the Brazilian normative framework has strengthened the legal protection of the right to education and, consequently, fostered the development of educational practices aligned with an inclusive perspective. In other words, elements such as innovation, accessibility, and educational management are taken into account to create an environment that is welcoming to all students, respecting their differences and needs while providing more effective and inclusive learning opportunities.

Furthermore, for these public policies to be truly effective, broad collaboration among the education, health, and social assistance sectors is essential. This is because students' needs and circumstances often extend beyond the boundaries of the school. Therefore, coordination among these areas is indispensable to address, at least adequately, the diverse demands that emerge in students' daily lives. Intersectoral collaboration and coordination among different public policies offer significant advantages, as they facilitate the sharing of relevant information, the development of integrated service plans, and the provision of specialized services. These elements, in turn, are fundamental to reducing the factors that contribute to the vulnerability of the communities served. Thus, coordination among policies not only contributes to more efficient use of resources but also enhances the effectiveness of efforts to

address different situations that may generate social vulnerability. This perspective broadens the concept of inclusion by considering the various dimensions that directly influence teaching and learning processes, including the social, cultural, and health spheres. Consequently, it contributes to the organization and integration of institutional action by promoting collaborative work among the different areas involved in education (Lopes; Júnior; Pereira, 2025).

From an educational perspective, the effectiveness of public policies aimed at education depends, above all, on schools' capacity to transform guidelines and legislation into consistent and coherent educational practices. For policies to become a reality in everyday school life and contribute to quality education, as established by current legislation, this transformation must take place. Therefore, it is essential that schools not only be familiar with the relevant guidelines but also be capable of implementing them effectively in their daily practices. In this process, collaborative planning involving the joint participation of educators, continuing teacher education focused on improving pedagogical practices, the application of Universal Design for Learning (UDL), which addresses diverse learning styles and needs, and the use of accessibility resources are essential to ensuring that all students can fully participate in school activities.

All these approaches are interconnected in ways that can significantly promote inclusion and student engagement in educational practices. The study indicates that Universal Design for Learning is essential for curriculum flexibilization, according to Miskalo (2022). This approach, which considers and integrates different means of representation, expression, and student engagement, enriches the educational process and considerably

expands learning opportunities. In this regard, the adoption of Universal Design is necessary because it can significantly eliminate the barriers that have historically hindered the full participation of students with intellectual disabilities in academic settings.

The origins of this approach help explain why it has become so relevant to contemporary pedagogical planning. According to Mendes (2020), the concept of Universal Design emerged in the 1970s from the work of American architects who sought to design environments and products usable by the greatest possible number of people without the need for subsequent adaptations. Years later, a group of professors at Harvard University, led by David Rose, adapted these principles to the educational field, giving rise to Universal Design for Learning. The approach is grounded in research on the functioning of the human brain, which identifies three neural networks involved in learning: a recognition network, responsible for processing information; a strategic network, responsible for planning and monitoring actions; and an affective network, which assigns emotional significance to experiences (Mendes, 2020). This theoretical foundation reinforces Miskalo's (2022) argument concerning the importance of flexible curricula while also shifting the focus of the discussion: the issue is not merely to adapt teaching for specific students, but to recognize that the very notion of the "regular student" is, according to Mendes (2020, p. 41), a "gross simplification that does not reflect reality."

In addition to adapting the methodologies employed, it is not sufficient to establish a system for evaluating public policies for inclusive education that exists only on paper. Such evaluations are fundamental to ensuring that the measures adopted actually fulfill their purpose of promoting inclusion and addressing the needs of all

students. Therefore, it is essential to establish a continuous process of policy evaluation and monitoring to ensure that these policies effectively create an accessible and equitable educational environment.

Cândido *et al.* (2026) emphasize that indicators of access, retention, learning, and social participation are crucial for monitoring the effectiveness of government actions and adjusting educational management. Similarly, Fontenele and Cantero (2024) argue that reducing discrepancies between what legislation establishes and what actually occurs in practice requires effective alignment among several factors. Adequate funding, careful institutional planning, continuous professional development, and systematic monitoring of implemented policies, among other factors, cannot be underestimated. This articulation is fundamental to ensuring that efforts to align theory and practice are genuinely effective.

Concrete cases of policy implementation illustrate how this alignment among funding, planning, and professional development can translate into effective school practices. At Clarisse Fecury School, in Rio Branco, Acre, school management built, over a seven-year period, a network of partners that included specialized centers for hearing, visual, and intellectual disabilities, as well as centers for students with high abilities, in addition to continuing education programs offered in partnership with state and municipal education departments (Mendes; Macedo, 2020). This articulation enabled the school to progressively expand its specialized educational services without relying exclusively on its own resources, demonstrating that the intersectoral approach advocated by Lopes, Júnior, and Pereira (2025) is not merely a theoretical guideline but also a viable management strategy. Similarly, the experience of the municipality

of Florianópolis, Santa Catarina, documented through the Municipal Elementary School Donícia Maria da Costa, demonstrates how the reorganization of special education as a complementary rather than substitutive service to mainstream schooling resulted from a conceptual transformation process led by the municipal administration beginning in 2001 and supported by continuing education, accessible transportation, and support professionals (Mendes; Gonzalez, 2020).

The understanding that disability is not a fixed attribute of the individual but rather a condition shaped by the relationship between the individual and the context finds consistent theoretical support in sociohistorical psychology. As early as the 1920s, Vygotsky argued that children with disabilities should not be regarded as “less developed” versions of children without disabilities, but rather as individuals who develop “in another way” (Vigotski, 1929 *apud* Silva, 2006, p. 20). According to Silva’s (2006, p. 49) interpretation of Omote’s (1994) work,



The social meaning of disability does not derive from characteristics inherent to the individual, but from the way in which such characteristics are valued within a particular culture, an interpretation that reinforces, from another theoretical perspective, the social model of disability established by the Convention on the Rights of Persons with Disabilities (Brazil, 2011).

This same perspective helps explain why the effectiveness of public inclusion policies is so closely related to democratic school

management. Within this framework, the Ministry of Education (2026), in its *Special Inclusive Education Management Handbook*, reaffirms the adoption of the social model by emphasizing that special education is not limited to the provision of services but requires the systematic identification and elimination of barriers as a central element of management. Under this approach, inclusive practice ceases to be an isolated effort by individual teachers and becomes a responsibility embedded in the institutional culture. In examining the role of school principals in fostering an inclusive culture, Silva (2006, p. 10) found that democratization of management and the implementation of inclusive practices are significantly related, to the extent of arguing that “an inclusive school is, above all, a democratic school.” This conclusion shifts part of the responsibility for implementing inclusion toward the way each school organizes its own management: even when operating under the same legal framework and the same guidelines issued by an education department, different schools may produce very different outcomes depending on how their managers coordinate decisions, distribute responsibilities, and engage the school community in this process (Macedo, 2020).

In summary, inclusive education is consolidated through a complex network that interweaves legal frameworks guaranteeing educational rights, effective public management, the promotion of pedagogical innovation, and the commitment of educational institutions to ensuring everyone’s right to learn. This collaboration is fundamental for educational inclusion to become a reality that is accessible to all students, regardless of their differences. The development and formulation of public policies in Brazil reveal a clear trajectory toward strengthening inclusive principles, which have gained increasing prominence. Nevertheless, the actual

effectiveness of these policies remains closely tied to the capacity of education systems to implement integrated and effective actions (Santos, 2023; Lopes; Júnior; Pereira, 2025).

In addition, substantial investment in teacher training, expanded access to schools, and the implementation of new practices capable of addressing diversity in educational environments are necessary. For the objectives of inclusion to be genuinely achieved and translated into everyday school practices, these combined efforts are essential. Within this context, pedagogical innovation ceases to be merely a methodological choice and becomes an essential element in ensuring the realization of the educational rights established by current legislation. This new perspective places innovation at the heart of the educational process, emphasizing that it is not merely a new way of teaching, but an indispensable condition for ensuring that the right to education is respected and effectively fulfilled in accordance with current legislation.

2.2. Teacher Mediation, Assistive Technologies, And Educational Accessibility

For an educational system that promotes the inclusion of all students to be effectively established and consolidated, it is essential to recognize the teacher as an indispensable mediator of learning. This professional also acts as a mediator of the pedagogical conditions that favor the active and full participation of all students, regardless of their differences and needs. From this perspective, teacher mediation is not limited to the simple transmission of knowledge. It involves identifying students' educational needs, adjusting the teaching strategies employed, promoting collaborative interactions among students, and removing barriers that may

restrict access to the school curriculum. This approach requires consideration of the particularities of each student and a willingness to adapt teaching practices so that education becomes more inclusive and effective. This view reinforces the understanding that genuine inclusion in the school environment depends on the teacher's ability to organize pedagogical practices in ways that value diversity, recognizing it as an essential and intrinsic component of the teaching and learning process (Silva *et al.*, 2025; Sousa *et al.*, 2026).

To better understand the scope of this mediation, it is necessary to return to the legal definition of Specialized Educational Assistance (*Atendimento Educacional Especializado – AEE*), a service that, according to the National Policy on Special Education from the Perspective of Inclusive Education, has “the function of identifying, developing, and organizing pedagogical and accessibility resources that eliminate barriers to the full participation of students, considering their specific needs” (Instituto Rodrigo Mendes, 2024, p. 18). It is important to emphasize that this service does not replace schooling in the regular classroom; rather, it complements it. The AEE teacher is responsible for preparing individualized teaching plans, supporting the adaptation of teaching materials, and maintaining ongoing collaboration with regular classroom teachers, without this partnership diminishing the responsibility of the classroom teacher for the student's learning (Instituto Rodrigo Mendes, 2024). The space most closely associated with this service is the multifunctional resource room, which Decree No. 7.611/2011 defines as an environment “equipped with equipment, furniture, and teaching and pedagogical materials for the provision of specialized educational assistance” (Brasil, 2011 apud Instituto Rodrigo Mendes, 2024, p. 28). However, this assistance may also take

place in other school spaces, depending on how each education system organizes its services.

The relationship between teacher mediation and the removal of barriers can be seen in concrete experiences reported by basic education teachers. The case of teacher Samuel, who taught physics at a public school in Belém, Pará, illustrates this process. On the first day of class, he realized that one of his students was blind, and he did not have references on how to teach concepts related to optics, light, colors, and image formation to someone who could not see (Instituto Rodrigo Mendes, 2024). Instead of treating the situation as a problem that was exclusively his responsibility, Samuel involved the class in the construction of multisensory materials, such as a wooden base with dolls and crochet threads that simulated image formation in plane mirrors, allowing the phenomenon to be understood through touch (Instituto Rodrigo Mendes, 2024). This episode clearly illustrates the logic of the social model of disability discussed previously: the student's visual impairment was not eliminated, but the barrier represented by the exclusively visual format of the teaching material ceased to operate as a factor of exclusion once the pedagogical strategy was reformulated.

The educator's role in mediating learning becomes even more significant when considering its relationship with assistive technologies. These technologies can be understood as a set of tools, strategies, and services that are primarily intended to increase students' functionality, autonomy, and participation in educational contexts. When teachers combine their pedagogical practices with these resources, they expand learning opportunities and make teaching more inclusive and effective. However, simply making these resources available is not enough to ensure that educational

processes are truly inclusive. It is important to emphasize that, beyond providing such resources, other initiatives and practices are necessary to effectively promote inclusion. As Silva *et al.* (2026, p. 11) state:

[...] the effective use of assistive technologies at school depends directly on teacher mediation. The teacher is the main agent of transformation within the inclusive classroom and is responsible for integrating technological tools into pedagogical planning in a critical and creative manner. It is important to remember that pedagogical innovation does not occur merely through the introduction of new technologies, but through the reconstruction of practices and values that underpin the act of educating.

This perspective shows that pedagogical innovation results from the articulation of technological resources, didactic intentionality, and pedagogical practices committed to the learning of all students.

In this sense, Universal Design for Learning (UDL) emerges as a strategy that can support pedagogical planning from the moment it is developed, reducing the need for numerous adaptations at a later stage. According to Conte and Habowski (2022), UDL reconfigures educational practices by offering multiple ways of representing content, different ways for students to express what they have learned, and diverse means of engaging them in learning. From this perspective, accessibility is not an additional action, but rather

becomes part of the curricular planning itself, promoting educational environments that are more flexible and responsive to diversity.

Inclusive pedagogical planning should, therefore, select technological resources according to educational objectives and students' profiles, without allowing them to become merely another resource for updating school practices. In their review of the scientific literature on the subject, Araújo, Marcelino and Martins (2025) point out that the use of assistive technologies tends to be more effective when it is integrated into the curriculum, incorporated into collaborative teaching strategies, and accompanied by continuous monitoring of learning. This demonstrates that teacher mediation remains a central factor in organizing educational experiences, even when digital technologies become increasingly present in educational contexts.

Based on the analysis and articulation of the contributions identified in the literature consulted, a synthesis was developed of the main components related to teacher mediation and the construction of inclusive educational environments, considering their respective pedagogical purposes and contributions to inclusion, as presented in Table 2.

Table 2. Components of teacher mediation and their contribution to the construction of inclusive educational environments

Component	Pedagogical purpose	Contribution to inclusion
Teacher mediation	Organize learning situations, monitor students' development,	Promotes participation and learning while reducing educational barriers

	and make teaching strategies more flexible	
Universal Design for Learning (UDL)	Plan flexible curricula from the outset	Expands access to the curriculum through multiple means of representation, expression, and engagement
Assistive technologies	Provide resources that enhance autonomy, communication, and participation	Promotes accessibility and equitable learning conditions
Continuing teacher education	Develop pedagogical, technological, and inclusive competencies	Enhances pedagogical mediation and strengthens inclusive practices
Inclusive school culture	Value diversity and collective participation	Reduces attitudinal, pedagogical, and institutional barriers, fostering students' retention and development

Source: Own elaboration, based on Conte and Habowski (2022), Bastos *et al.* (2023), Ferreira and Almeida (2023), Vieira and Omote (2021), Santos *et al.* (2023), Araújo, Marcelino and Martins (2025), Silva *et al.* (2025), and Sousa *et al.* (2026).

Table 2 shows that the effectiveness of inclusive education results from the integration of pedagogical planning, teacher mediation, accessibility, and professional development. These elements complement one another in the organization of educational practices committed to the learning of all students.

For assistive technologies to become widely accessible, it is essential to have public policies that invest in infrastructure, professional training, and the development of accessible resources. Bastos *et al.* (2023) emphasize that, in Brazil, the expansion of these technologies is closely linked to government policies aimed at educational inclusion and the protection of the rights of persons with disabilities. However, the rapid development of technology brings new challenges to educational institutions. In this regard, Sousa *et al.* (2026, p. 29) warn:



The rapid pace of technological obsolescence requires caution. Operating systems evolve, applications are no longer updated, and files become incompatible. Whenever possible, schools should opt for accessible formats and solutions with a sustainable impact, document configurations, and avoid relying exclusively on a single platform.

The authors bring forward a broader discussion by incorporating the criteria of technological sustainability and continuity of pedagogical practices. Another issue directly related to the quality of inclusive education is teacher training. According to Vieira and Omote (2021), training that supports inclusion occurs through formative processes that not only raise awareness but also encourage critical reflection on diversity, resulting in changes in teachers' conceptions of disability. In addition, Ferreira and Almeida (2023) point out that teacher training in the use of digital and assistive technologies increases teachers' confidence when planning accessibility strategies, particularly when addressing the needs of students with

visual disabilities. The findings of this study indicate that continuing teacher education is a significant element in the development of inclusive pedagogical practices.

In addition to technical training, fostering an inclusive school culture also involves addressing attitudinal barriers that have historically restricted the participation of students with disabilities. According to Santos *et al.* (2023), combating ableism requires institutional and pedagogical transformations that prioritize respect for differences, democratic participation, and the inclusion of all individuals in the school community. In this context, teacher mediation becomes essential by encouraging collaboration, promoting mutual respect, and strengthening an educational culture that prioritizes equity and social justice.

The quality of teacher mediation depends, to a great extent, on the institutional conditions provided by school management so that teachers do not have to face this challenge alone. Sekkel (2003 *apud* Silva, 2006, p. 50) proposes the concept of an inclusive environment to describe this condition, defining it as an “environment of human relationships that is supportive and [...] open to considering everyone’s needs.” According to this formulation, such an environment is not limited to architectural accessibility, although this aspect is relevant. Rather, it is primarily grounded in the quality of the relationships established among teachers, coordinators, families, and students. This interpretation is consistent with the role attributed to school management by Sage (1999 *apud* Silva, 2006, p. 77), who argues that



the principal should act as a facilitator of inclusion, supporting teachers who are willing to change their practices, without imposing such change in a centralized manner, since transforming school culture cannot be legislated or imposed, as doing so may lead to resistance or result in change that is merely superficial.

A case study conducted in a public elementary school illustrates this facilitating role. In investigating the work of a newly appointed school principal in a school historically marked by discriminatory practices, Silva (2006) found that the administrator's initial strategy was not to impose a new pedagogical approach, but rather to gradually gain the teachers' trust by collectively discussing, during pedagogical work periods, the challenges presented by students with disabilities before deciding which teacher would be responsible for each class. In the words of the principal herself, interviewed by Silva (2006, p. 121), it was essential to prevent the student with a disability from being presented to the group as a problem, because "if you present it to the group in that way, you are already presenting the student with a disability as a stereotype, as a label, as a burden." This experience suggests that effective teacher mediation depends not only on the teacher's technical training but also on the way school management collectively creates the symbolic and practical conditions that make such mediation possible.

In summary, teacher mediation, Universal Design for Learning, assistive technologies, continuing education, and the development of an inclusive school culture are interconnected aspects of

pedagogical innovation. When these elements are integrated into educational planning, they expand opportunities for access, encourage student participation, and help minimize barriers to learning, establishing practices that are consistent with the principles of inclusive education and with the contemporary challenges faced by schools.

2.3. Team-Based Learning (TBL) And Collaborative Learning In The Integral Development Of Students

Over the past few decades, Team-Based Learning, commonly referred to by the acronym TBL, has established itself as one of the active methodologies that has shown favorable results in certain contexts in promoting student-centered learning. This approach has proven capable of replacing teaching practices that were predominantly centered on theoretical lectures with strategies that prioritize students' active participation, shared responsibility, and the collaborative construction of knowledge. In this way, TBL emerges as an innovative alternative that values engagement and interaction throughout the educational process. TBL, as a teaching and learning methodology, is organized into sequential phases that connect different activities, including prior preparation to familiarize students with the content, individual assessment of learning, collaborative problem-solving among participants, and continuous feedback throughout the process. In this way, the approach significantly contributes to the development of essential skills, including cognitive and social competencies, as well as attitudes that are fundamental to adequate educational development in contemporary contexts. From this perspective, learning is no longer understood as a product resulting solely from teachers' actions, but rather as a process that develops through interaction among

students, evidence-based argumentation, and collaboration in solving problems and challenges. This new understanding strengthens the development of more inclusive educational processes that promote the active participation of all those involved (Albuquerque; Caldato; Botelho, 2021; Krug *et al.*, 2016).

The incorporation of TBL at different educational levels also responds to the transformations that have been shaping educational policies aimed at pedagogical innovation and the development of competencies for the twenty-first century. In this context, Lopatiuk *et al.* (2026, p. 10) state:

The implementation of Team-Based Learning (TBL) is aligned with the guidelines of contemporary public policies that seek to modernize education and promote educational development consistent with global challenges. Evidence shows that the use of active methodologies is an effective strategy for addressing the Sustainable Development Goals (SDGs), particularly with regard to quality education and the development of critical competencies for solving complex problems.

This understanding demonstrates that TBL goes beyond the role of a methodological strategy and constitutes a pedagogical model capable of integrating innovation, collaborative learning, and a commitment to education oriented toward active student participation and civic development.

From an operational perspective, TBL differs from other active methodologies by offering a well-defined instructional structure in which each stage has clear objectives aimed at strengthening both individual and group learning. Prior preparation seeks to familiarize students with the content that will subsequently be used during face-to-face classes, while individual and group assessments make it possible to identify students' understandings, encourage meaningful discussions, and foster the co-construction of solutions. The practical exercises that follow connect what has been taught with real-life situations, helping to develop critical thinking, decision-making skills, and the ability to work as part of a team. According to Albuquerque, Caldato and Botelho (2021, p. 12):



[...] from the perspective of educational institutions, several strategies have been considered to foster the development of professional competencies. However, one limitation of some of these strategies is the need for small classes or groups and, consequently, for a larger number of teachers/tutors, which increases the cost of implementing and maintaining educational programs.

From this perspective, the authors emphasize that TBL is a pedagogical alternative capable of sustaining high levels of interaction and collaborative learning in large classes, allowing for more efficient organization without compromising the quality of educational experiences.

Recent findings also indicate that collaborative learning through TBL considerably increases students' engagement with academic activities and strengthens socioemotional competencies related to communication, cooperation, leadership, shared responsibility, and conflict resolution. According to Andrews-Dickert *et al.* (2024), the standardization of the stages of Team-Based Learning leads to more consistent learning experiences, increasing participation and improving the organization of educational activities. Similarly, Madson, Hout and Del Sordo (2024) found that students enrolled in courses organized according to TBL principles reported a stronger sense of belonging to the group, which positively affected academic engagement and continued participation in group activities. The findings identified through this review of the literature are consistent with Cavaletto and Miglietta (2024), who point to cooperative learning as a means of strengthening interpersonal skills and enriching educational processes through greater collaboration.

The systematic organization of Team-Based Learning is one of the aspects that helps clarify its effectiveness in different educational settings. By systematizing its stages, it becomes clear that the combination of individual preparation, teamwork, continuous feedback, and practical application of acquired knowledge strengthens both the learning process and the development of socioemotional competencies. To clarify this dynamic, Table 3 illustrates the operational structure of TBL and the main stages that guide its implementation in educational contexts.

Table 3. Stages of Team-Based Learning (TBL) Implementation

FASE	PROCESSO	DURAÇÃO
1. Preparo prévio (fora da sala de aula)	Designação de tarefa para o estudante (ex: ler um capítulo de livro, um artigo, fazer entrevista, assistir um filme ou vídeo, etc.)	Tempo necessário para o estudante realizar a tarefa
2. Garantia de preparo (em sala de aula)	2.1. Teste individual de Garantia de preparo	45 a 75 minutos ou 30 a 60 minutos
	2.2. Teste em equipe de Garantia de preparo com <i>feedback</i> imediato	
	2.3. Levantamento das respostas, discussão, <i>feedback</i> e Apelação	
	2.4. Breve revisão pelo professor para esclarecimentos	
3. Aplicação dos conceitos (em sala de aula)	Realização, ao longo da aula, exercícios de aplicação, inicialmente mais simples e depois mais complexos. Cada exercício deve ser igual para todas as equipes, e, após sua realização a resposta é dada simultaneamente pelas equipes.	90 a 120 minutos ou 60 a 240 minutos. Segundo McMahon, cada exercício deve durar cerca de 30 minutos
	3.1. Realização de exercícios prático em equipe	20 minutos
	3.2. Apresentação simultânea das equipes das respostas de cada equipe, com discussão, <i>feedback</i> e possibilidade de apelação por escrito.	10 minutos
	Repete-se 3.1 e 3.2 com cada exercício proposto	

Source: Krug *et al.* (2016)

The collaborative learning promoted by Team-Based Learning (TBL) brings significant benefits to the creation of inclusive learning environments, as it reshapes pedagogical dynamics around cooperation, shared responsibility, and recognition of the diversity of experiences within groups. In this sense, diversity among group members ceases to be an obstacle and becomes a factor that enriches the learning process, enabling the exchange of different ways of thinking, communicating, and solving problems. According to Tronch (2025), cooperative learning represents a solid pathway toward competency-based education, as it promotes the simultaneous development of knowledge, skills, and attitudes that

are essential for functioning in contexts that demand complex responses. From a similar perspective, Jones, Miklavc and Stewart (2025) argue that collaborative experiences, both in national and international contexts, enhance communication, teamwork, and intercultural learning skills, suggesting that methodologies that prioritize interaction help prepare students for increasingly diverse social and professional realities.

Although the specific literature on Team-Based Learning does not directly engage with socio-historical psychology, it is possible to establish a theoretical connection between the assumptions underlying TBL and Vygotskian ideas about the role of collectivity in child development. This connection is proposed here as a complementary interpretation, rather than as a claim that Vygotsky himself referred to active team-based teaching methodologies. In investigating the development of children with disabilities, Vigotski argued that higher psychological functions initially emerge “as a function of collective behavior, as a form of collaboration or interaction” and only later “as a mode of the child’s individual behavior” (Vigotski, 1931 *apud* Silva, 2006, p. 44). The author also argued that, in heterogeneous groups, “a kind of mutual benefit is produced through social interaction”: the student with greater mastery of a particular subject expands their ability to organize and communicate that knowledge by mediating it for their peers, while the student experiencing greater difficulty benefits from contact with forms of reasoning that are not yet accessible to them independently (Vigotski, 1931 *apud* Silva, 2006, p. 46). This theoretical formulation, historically situated within debates on child development rather than on active methodologies in higher education, nevertheless offers a relevant conceptual perspective for understanding why group heterogeneity in TBL, often treated as an

operational challenge to be managed, can also be understood as a pedagogical resource in its own right, insofar as the diversity of knowledge and experiences among team members expands opportunities for symbolic mediation among peers.

The collaboration that characterizes TBL also contributes to the development of socioemotional competencies, which are considered inseparable dimensions of integral development. When working in teams, students practice attentive listening, emotional regulation, empathy, negotiation, shared responsibility, and informed decision-making. These skills go beyond academic performance and affect both school life and participation as citizens. When examining methodologies aimed at strengthening socioemotional skills, Bačová (2025) emphasizes that those based on active participation and cooperation not only support the development of these competencies but also promote teachers' well-being. These findings connect directly with those presented by Lopatiuk *et al.* (2026), who identify Team-Based Learning as an approach that effectively combines collaborative learning, socioemotional development, and integral education, fostering educational environments that are more participatory and more committed to inclusion.

From the perspective of inclusive education, these characteristics become even more relevant when considering the needs of neurodivergent students. The organization of activities in teams, combined with intentional teacher planning, expands opportunities for participation, reduces the social isolation often observed in individualized practices, and creates conditions in which different learning styles can be recognized and valued. In this context, student agency is no longer associated solely with individual

performance, but is collectively constructed through dialogue, cooperation, and shared responsibility among team members. For this process to occur in a genuinely inclusive manner, teacher mediation must take into account different learning paces, diverse forms of communication, methodological adaptations, and accessibility strategies discussed in the previous sections, thereby supporting the meaningful participation of all students throughout the different stages of TBL.

In summary, Team-Based Learning constitutes an active methodology aligned with the principles of pedagogical innovation and inclusive education by integrating collaborative learning, student agency, the development of socioemotional competencies, and integral education. The evidence presented by Lopatiuk *et al.* (2026), Andrews-Dickert *et al.* (2024), Cavaletto and Miglietta (2024), Tronch (2025), Jones, Miklavc and Stewart (2025), Bačová (2025), Madson, Hout and Del Sordo (2024), Albuquerque, Caldato and Botelho (2021), and Krug *et al.* (2016) converges in demonstrating that learning organized around teams favors educational environments that are more participatory, cooperative, and accessible. When articulated with public inclusion policies, qualified teacher mediation, and accessible pedagogical strategies, TBL expands opportunities for student participation, including students with neurodivergent profiles, strengthening educational practices guided by equity, respect for diversity, and human development in its multiple dimensions.

3. METHODOLOGY

In this study, pedagogical innovation and inclusive education are understood as complementary dimensions in the development of

educational systems that guarantee all students the right to learning, participation, and full development. It is essential to conduct research that brings together the relationships among public policies, teacher mediation, assistive technologies, and active teaching methodologies, particularly Team-Based Learning (TBL), in order to understand the educational transformations arising from social, technological, and regulatory changes.

The present study is characterized as qualitative, as it seeks to understand and interpret, in their complexity, the relationships among public policies, pedagogical innovation, teacher mediation, assistive technologies, and active methodologies within the context of inclusive education. The qualitative approach is appropriate to the objectives of the study because it emphasizes the analysis of the meanings, contexts, and relationships that constitute the phenomenon under investigation, as discussed by Denzin and Lincoln (2018) and Pesce, Richter Voigt and Rocha Zabbot Garcia (2022).

Regarding the research procedures, a narrative literature review and documentary research were employed in a complementary manner. The narrative review enabled a critical analysis of the scientific literature relevant to the topic, while the documentary research focused on the main legal and regulatory instruments related to inclusive education in Brazil.

Within the field of international scientific research, qualitative research stands out because it enables in-depth theoretical and interpretive analyses, which are essential for understanding social and educational processes that cannot be adequately represented through statistical measurement alone.

To achieve the proposed objectives, two complementary research procedures were used: a narrative review and documentary research. The narrative review is a procedure that has become well established in international scientific research as an effective means of identifying, systematizing, and critically analyzing the knowledge already produced on a given subject. It makes it possible to identify the state of the art, theoretical convergences, research gaps, and the main evidence available in the specialized literature. According to Braucks *et al.* (2025), this procedure increases the scientific consistency of research by bringing together, organizing, and interpreting knowledge produced in different academic contexts. Lakatos and Marconi (2020) argue that the narrative review is a fundamental stage of scientific research, as it provides the theoretical support necessary for constructing arguments, defining the object of study, and supporting the analyses undertaken. The narrative review conducted in this study was based on an analysis of scientific articles published in national and international journals, as well as a dissertation and a book chapter that directly address the themes of inclusive education, pedagogical innovation, assistive technologies, public policies, and Team-Based Learning.

In parallel, documentary research was employed as a methodological procedure aimed at the systematic analysis of documents produced independently of the research process that constitute primary sources of information for understanding social, legal, and institutional phenomena. According to Salge, Oliveira and Silva (2021), documentary research makes it possible to examine official and regulatory documents critically and within their contexts, supporting well-grounded interpretations of public policies and the historical processes that shape a given reality. Accordingly, the following documents were examined: the 1988 Constitution of the

Federative Republic of Brazil, the Law of Guidelines and Bases of National Education (Law No. 9.394/1996), the National Policy on Special Education from the Perspective of Inclusive Education (2008), and the Brazilian Law for the Inclusion of Persons with Disabilities (Law No. 13.146/2015). These documents were selected because they constitute the main legal and regulatory frameworks guiding the organization of inclusive education in Brazil, establishing principles, rights, institutional responsibilities, and guidelines for promoting accessibility, equity, and educational participation.

The combined use of narrative review and documentary research proved appropriate to the objectives of this investigation because it enabled the integration of scientific knowledge produced in the specialized literature with the legal foundations underlying public policies on inclusive education in the Brazilian context. While the narrative review made it possible to understand the development of academic discussions, identify recent evidence, and establish dialogue among different theoretical perspectives, the documentary research provided an analysis of the legal provisions that support the implementation of inclusive practices within educational systems. The complementarity between these procedures strengthened the analytical consistency of the research, supporting interpretations grounded both in scientific production and in the legal framework currently in force. In this way, it reinforced the methodological coherence of the study and provided a solid basis for analyzing the interfaces among pedagogical innovation, teacher mediation, assistive technologies, and Team-Based Learning in the promotion of inclusive education.

4. FINAL CONSIDERATIONS

Pedagogical innovation and inclusive education are dimensions that cannot be separated, particularly in view of the changes that, over the past decades, have reshaped teaching and learning processes. For genuinely equitable educational systems to be consolidated, it is essential that public policies, pedagogical practices, technological resources, and teaching methodologies be planned in an integrated manner, moving beyond models based primarily on the transmission of content. In this regard, the present study highlighted the importance of bringing these dimensions together as a way of creating educational environments that are more accessible, collaborative, and participatory, while recognizing diversity as a fundamental characteristic of the school environment. By examining the intersection of public policies, teacher mediation, assistive technologies, and Team-Based Learning, the study contributes to the debate on pedagogical practices aimed at reducing barriers to learning and participation, while also strengthening educational processes that prioritize student agency and integral development.

The analysis of the selected sources indicates that the general objective was achieved by demonstrating that the articulation among public policies, teacher mediation, assistive technologies, and Team-Based Learning can strengthen pedagogical innovation and support inclusive education by fostering educational practices that are more accessible, collaborative, and responsive to students' needs. The specific objectives were also addressed. The study identified how public policies guide the implementation of pedagogical practices committed to the right to learning; examined the role of teacher mediation and assistive technologies in constructing accessible and inclusive educational environments; and analyzed the contributions of Team-Based Learning to

collaborative learning, socioemotional competencies, and the integral development of students in contexts of educational inclusion.

During the development of the theoretical framework, the first topic clearly demonstrated that the implementation of inclusive education is closely connected to the interaction among relevant legal frameworks, the protection of the right to education for all individuals, and the implementation of effective public policies capable of translating established regulatory guidelines into concrete actions and practices within educational institutions. The second topic showed that teacher mediation, when connected to inclusive pedagogical planning, Universal Design for Learning (UDL), and the use of assistive technologies, contributes to improving accessibility conditions in classrooms. This, in turn, supports the effective participation of all students and reaffirms the importance of teachers as agents who articulate and implement innovative and meaningful pedagogical practices. The combination of these elements is therefore essential for promoting a more inclusive and collaborative learning environment. Similarly, the third topic demonstrated that Team-Based Learning is an active methodology consistent with the principles of inclusive education. This pedagogical approach encourages collaborative learning among students while strengthening socioemotional competencies that are essential to their personal and social development. In addition, the methodology expands student agency by promoting a more active and participatory role in the learning process. It therefore creates conditions for the effective participation of students with different characteristics and diverse ways of learning, ensuring that all students can engage in and contribute meaningfully to their own education.

The investigations conducted throughout this study also made it possible to understand that pedagogical innovation does not result solely from the adoption of new technological resources or teaching methodologies. Rather, it emerges from the articulation among educational policies, pedagogical planning, teacher education, and the organization of school environments committed to inclusion. From this perspective, cooperative practices, accessibility resources, and active methodological approaches tend to be more effective when integrated into an institutional culture that values diversity, promotes the inclusion of all students, and guides pedagogical decisions according to principles of equity. Thus, the development of inclusive educational environments requires continuous planning, monitoring, and professional development initiatives capable of responding to the diverse needs present in contemporary classrooms.

Finally, it is important to emphasize that the experiences and conceptual frameworks discussed in this study should not be understood as ready-made models to be mechanically replicated across different school contexts. As Mendes (2020, p. 194) cautions, case studies on inclusive education should be understood “as a possible source of inspiration and research for other educational projects [...] rather than as ready-made recipes that can simply be replicated with expectations of achieving the same result.” This observation is particularly relevant to the discussion proposed in this article, since the articulation among public policies, teacher mediation, assistive technologies, and active methodologies takes different forms depending on the school culture of each institution. This is consistent with the discussion by Silva (2006), who also recommends that educational systems assume their share of responsibility for constructing school contexts that support

democratic and inclusive practices, rather than placing this expectation exclusively on individual teachers and school administrators.

As a perspective for future research, empirical studies could examine the implementation of Team-Based Learning at different levels of Basic Education and Higher Education, taking into account diverse educational contexts and student profiles. Research examining the effects of integrating assistive technologies, Universal Design for Learning (UDL), and active methodological approaches on educational performance, engagement, and continuity in schooling would also be relevant. Another possibility would be to investigate continuing teacher education programs aimed at strengthening teachers' competencies for inclusive education, as well as to assess the effects of these initiatives on pedagogical practices and on the development of school cultures committed to learning, accessibility, and the integral development of students.

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¹ Master's student in Educational Sciences (UNAEDS).

² Master's student in Educational Sciences (UNAEDS).

³ Master's student in Educational Sciences (UNAEDS).

⁴ Master's student in Educational Sciences (UNAEDS).

⁵ Prof. Dr. In Agricultural Biotechnology (RENORBIO – UFC).

⁶ Postgraduate Degree in Criminal Law from UniAteneu University
Center

⁷ Doctoral Program in Animal Science – PPGZ (UFC/UFPB).

⁸ Master's in Public Policy Evaluation (Federal University of Ceará).

⁹ Master of Science in Tourism Business Management from the State
University of Ceará - UECE

¹⁰ Doctoral student in Educational Leadership at Must University,
Florida, USA

¹¹ Master's student in Educational Sciences (UNADES).

¹² Master's Degree in Administration and Controllershship from Federal
University of Ceará

¹³ Doctoral student in Educational Sciences (UNADES).

¹⁴ Ph.D. in Educational Sciences, FCSA (DINTER Program).

¹⁵ Dr. In Biological Sciences (Cultural Title) – FICL; Master's Degree in
Crop Science – UFC

¹⁶ Specialist in Foreign Language Teaching (UECE).

¹⁷ Master's in Emerging Technologies in Education from Must
University, Florida, USA