

# Assistive Technology in Pedagogy Degree Programmes: A Documentary Analysis of PPCs in Public-Sector Universities in Northern and Northeastern Brazil

Heloisa Helena Motta Bandini<sup>1</sup>, Carmen Silvia Motta Bandini<sup>2</sup> and Adhemar Ranciaro Neto<sup>3</sup>

<sup>1</sup> *State University of Health Sciences of Alagoas/ Center for Health Sciences*

<sup>2</sup> *State University of Health Sciences of Alagoas/ Center for Integrated Sciences*

<sup>3</sup> *Federal University of Alagoas/ School of Economics, Business Administration and Accounting*

## ABSTRACT

This study aimed to identify and analyse modules addressing Assistive Technologies (AT) in the Course Pedagogical Projects (*Projetos Pedagógicos de Curso*; PPCs) of Pedagogy degree programmes at public-sector universities (municipal, state and federal) in Brazil's North and Northeast. A documentary analysis was conducted. Programmes were identified in the e-MEC system and PPCs obtained from university websites. After screening module descriptions, only those explicitly mentioning "assistive technology", "technical aids" or related terms were included. Modules were described by status (compulsory/optional), semester and contact hours, and classified as CAT-1 (foundations and concepts), CAT-2 (pedagogical application) or CAT-3 (legislation and policies). Fifty-one programmes were mapped in the North and 105 in the Northeast; 30 and 61, respectively, provided PPCs. Fourteen PPCs in the North and 13 in the Northeast contained AT-related modules, totalling 19 and 17 modules. Only two modules (one per region) were dedicated solely to AT; elsewhere, AT appeared alongside other content. Compulsory modules predominated (78.9% North; 70.6% Northeast) and were mainly offered in later semesters (North) or intermediate semesters (Northeast). In most programmes, AT represented about 2% of the 3,200-hour curriculum, reaching 6% where up to three modules existed. The North prioritised CAT-1 (63.2%), whereas the Northeast prioritised CAT-3 (52.9%). AT therefore occupies limited space in the prescribed curriculum, suggesting the need for stronger integration in initial teacher education.

**Keywords:** Assistive Resources; Educational Technology; Higher Education Policy; Learning Support Strategies; Teacher Education