**Public Report – Module 13 Development**

This document aims to describe the activities carried out during Module 13 of the academic, corporate, and entrepreneurial tracks of the undergraduate programs at the Institute of Technology and Leadership (INTELI), which took place between February 3 and April 11, 2025.  
 The module was divided into five 2-week Sprints, and this document will highlight the entire process of each Sprint.

**Sprint 1:** Creation of the Project Plan and Submission of the INTELI Project Charter (TAPI)

Sprint 1 focused on describing the project of each student or student group to be developed throughout the academic year, which is divided into 4 modules. The description was written in a Google Docs document and, in the case of the academic track, included sections such as “problem,” “motivation and justification,” “scope,” “objective,” among others. These components made up the Project Plan and, consequently, the TAPI. This document was validated by faculty supervisors according to each student’s (or group’s) project development format (individual or group).

**Sprint 2:** Structuring the Qualitative Research and Choosing a Journal for Publication

Sprint 2 focused on structuring a Google Form with questions related to inclusive education, which would later be sent to public school teachers specifically teaching at the elementary school level. A Free and Informed Consent Form (FICF) was also prepared and validated by the project’s supervising professor.  
 In addition to the survey, journals in the education field were researched, along with their submission templates, to understand article submission requirements. The selected journal was the *Brazilian Journal of Computers in Education (RBIE)*. Based on this, the basic structure of the scientific article was created, to be developed over the course of the project.

**Sprint 3:** Qualitative Research with Inclusive Education Teachers, Literature Review, and Initial Content in the Scientific Article

In this Sprint, the qualitative research form intended for inclusive education teachers was revised, and feedback was requested from UX (User Experience) professors at INTELI to improve response quality. Based on feedback from participating professors (Sérgio Venâncio, Bruna Mayer, and Julia Stateri), precise changes were made that shifted the research flow and perspective—such as expanding the respondent pool to include teachers from other basic education levels and private schools.  
 During this Sprint, a Google Sheets spreadsheet was also created to manage the articles reviewed during the literature review. The spreadsheet included information such as: publication venue, authors, problem addressed, proposed solution, project limitations, suggestions for future work, target audience, results, and education level covered. It also indicated whether the article was deemed relevant and sufficiently connected to the student's project.

**Sprint 4:** Distribution of the Qualitative Research and Literature Review

At the beginning of this Sprint, the survey was sent to teachers known by the student for responses. At the supervisor's suggestion, a new Google Form—similar to the first but now focused on inclusive education—was created. With this new form, the student attempted to contact APAE by email, explaining the project and sharing the link for responses.  
 During these weeks, the literature review continued, now focusing on research and studies conducted in Brazilian education, particularly on visual and hearing impairments, across different educational levels and with a variety of developed solution types.  
 To conclude this Sprint, the accepted articles from the literature review were inserted into the related works section of the article created in the previous Sprint, with proper in-text citations and a references section formatted according to the APA style, which is the format used by RBIE, the selected journal for article submission.

**Sprint 5:** School Visits and Continued Literature Review

Since the initial contact attempts via phone and email were not effective, the student visited elementary and high schools to speak with teachers and ask for support by responding to the inclusive education survey. However, many schools are currently undergoing operational changes, shifting away from traditional school shifts (morning, afternoon, evening) to full-time education programs (PEI – Full-Time Education Program). As a result, the responses were mostly negative, as teachers are still adjusting to this new structure.  
 During this period, additional journals were explored to enrich the literature review, and refinements were made to the materials already included in the article. This included adding an introduction to the article and more details about each reviewed study, clarifying their relevance and connection to the student’s ongoing project.