INCLUSIVE APPROACH IN TEACHING CONCEPT, NEED AND CHALLENGES

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*June 19, 2018*

- An educational system can reproduce existing economic power structures by excluding those who cannot afford to attend

- It can reproduce non-representational forms of power to advantage the already advantaged

- By contrast it is possible to aim for an education system that strives to bring about greater participation, democracy, equality and emancipation for all
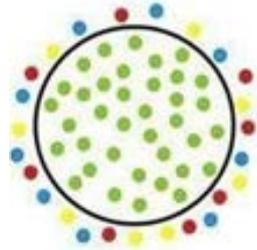
What is an inclusive society?
Society built upon ideals of social justice where participation and success are irrespective of "race", gender, socio-economic status, ethnicity, age and disability so that disadvantage is not reproduced
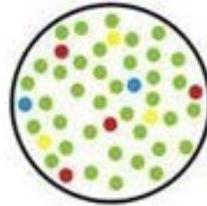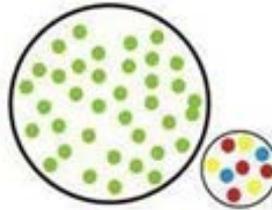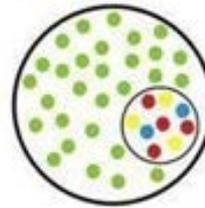
INCLUSION

EXCLUSION   SEGREGATION   INTEGRATION

WHAT IS INCLUSIVE EDUCATION?

Teaching children with special needs or disabilities?

● Approach to education that aims to remove barriers to quality education for ALL

● Accepts students for who they are and requires that systems change to accommodate their needs rather than reverse

● Moves away from the idea of the child as a problem to the idea of an education system that works constructively to enable all students reach their full potential

● Is one of the most effective ways in which to promote an inclusive and tolerant society

INTEGRATED EDUCATION VERSUS INCLUSIVE EDUCATION MODEL

Integrated education model

Inclusive education model

Teacher's attitude

Many drop outs many repeaters

Rigid methods rigid curriculum

Education system as a problem

Poor quality training

Inaccessible environments

Lack of teaching aids and equipment
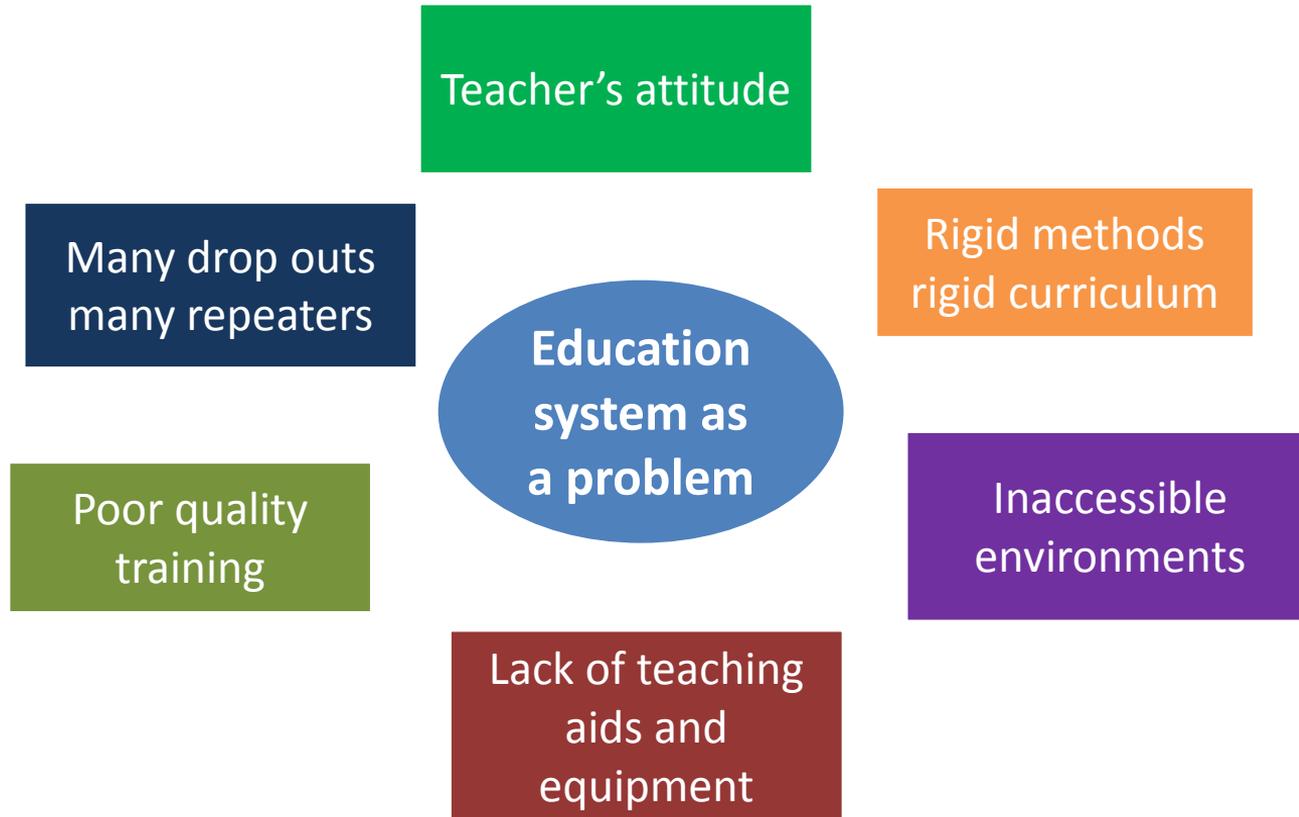
INCLUSIVE EDUCATION - PRINCIPLES

● Acknowledges that all children can learn

● Is a process – a search to find better ways of responding to diversity

● Is concerned with identification and removal of barriers to learning and participation

● Need not be restricted by large class sizes or shortage of material resources

● Is part of a wider strategy to promote an inclusive society

# INCLUSIVE EDUCATION - PRINCIPLES
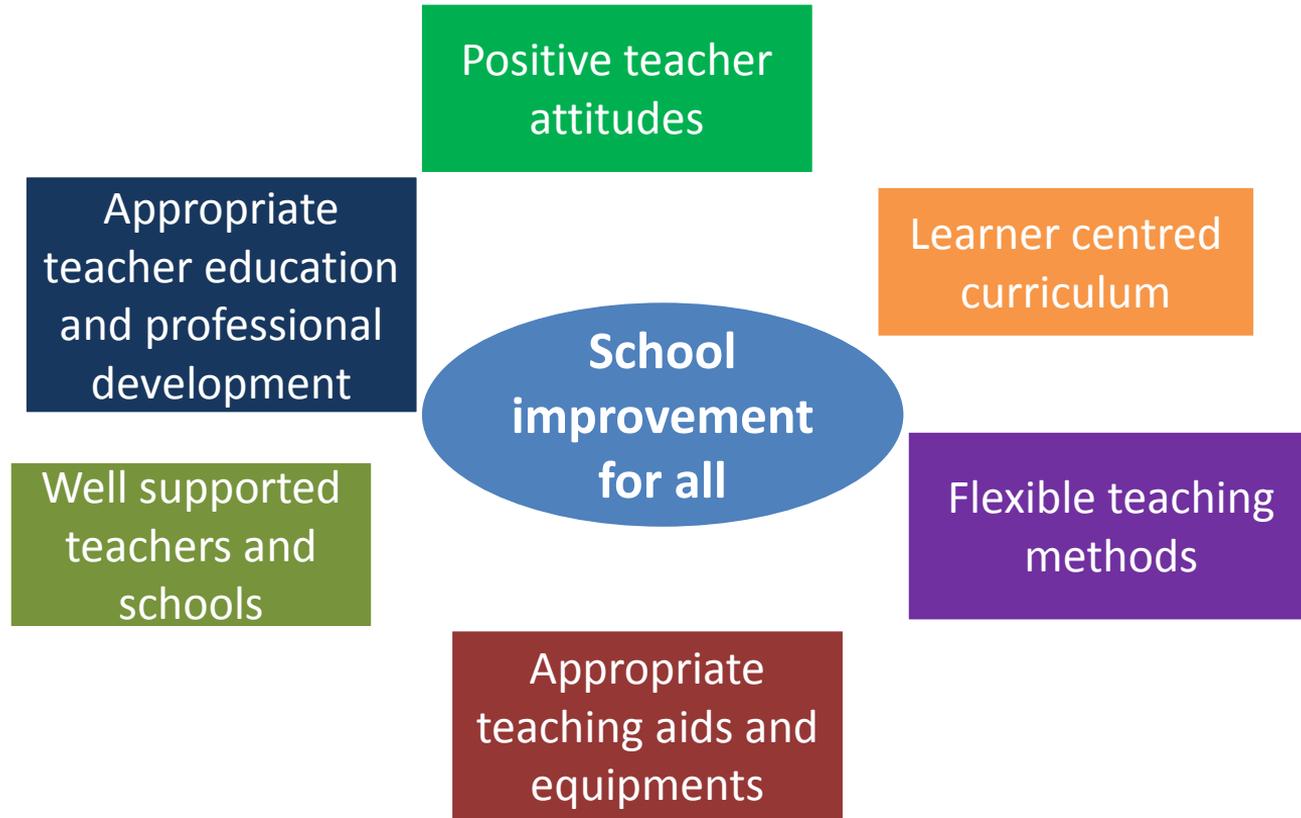
INCLUSIVE EDUCATION – UNDERSTANDING BARRIERS TO LEARNING

- Impairment and disabilities

- Deprivation of basic needs and access to education

- Depression, fear and anxiety, low self-esteem

- Lack of motivation

- Negative attitude of teachers

- Teaching methods that do not meet the needs of children

- Lack of stimulating school and classroom environments

INCLUSIVE EDUCATION – UNDERSTANDING BARRIERS TO LEARNING

- Obtaining the support and involvement of families and local communities essential

- Important to introduce key concepts of inclusive education – every child has worth

- Introducing parents to use more inclusive, positive language

- Make understand that children who perform poorly at school need support, not punishment

- Both teachers and families understand and respect each other's roles

- It can take time to develop but trust between school and parents is vital to support children's learning

Access and Zones of Exclusion from Primary and Secondary Schooling
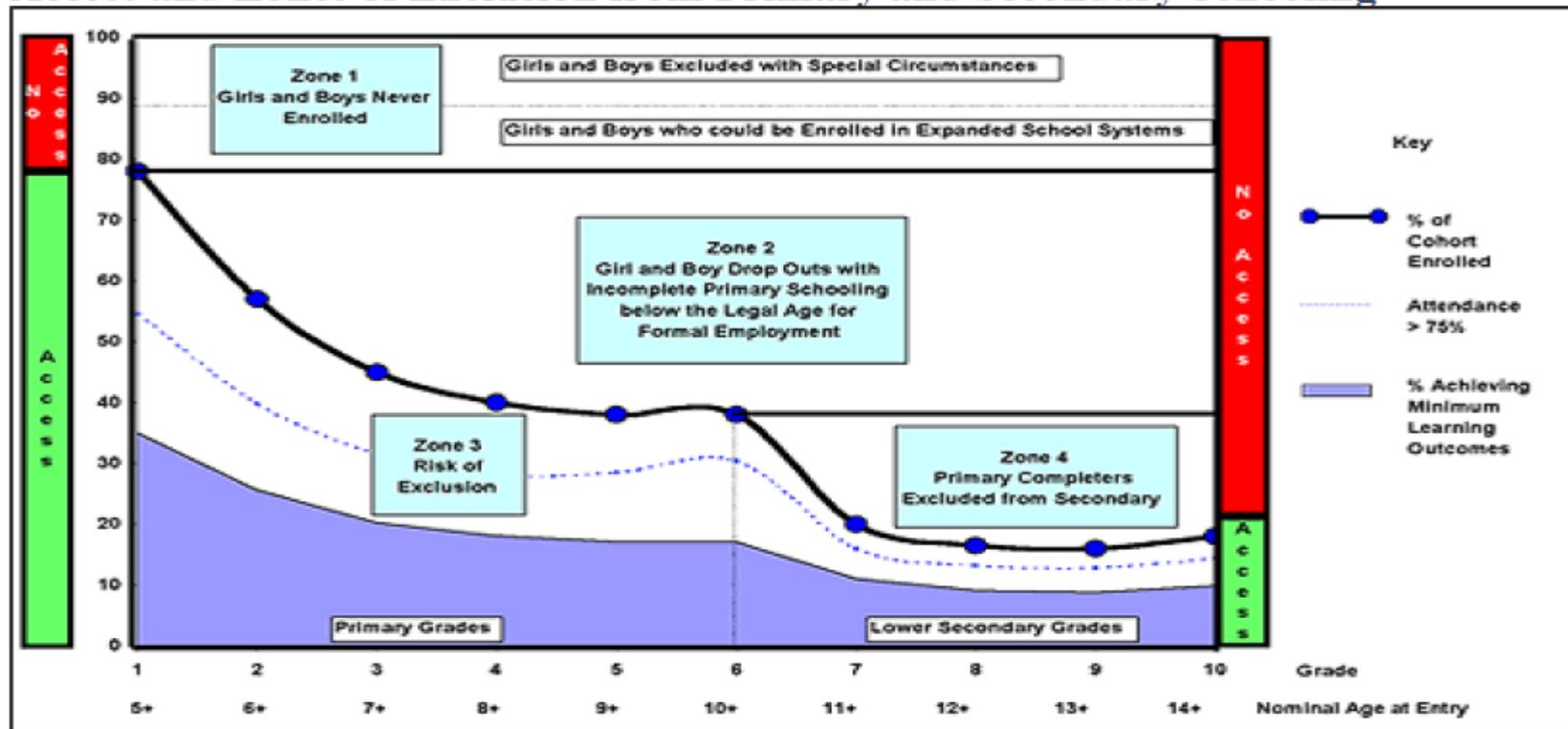
Zone 1 – Denied any access

Zone 2 – Includes majority of children who are excluded after *initial* entry

Zone 3 – Includes those in school but at a risk of dropout

Zone 4 – Excluded from lower secondary schooling

http://www.create-rpc.org/about/conceptual_background.shtml

CHALLENGES TO IMPLEMENT INCLUSIVE EDUCATION IN INDIA

- Number of disabled people large, their problems complex

- 75% of people with disabilities live in rural areas

- Available resources scarce

- Social attitudes damaging

- 17% of global population and 20% of world's out-of-school children

- Students forced to leave school due to parents' poor economic condition

- Growing number of child labourers - physical and psychological disabilities

UK Department for international development, 2000

- Take a whole –school/college approach

- Change attitudes

- Improve classroom environment and classroom practice

- Identify and remove barriers to learning and participation

- Allow flexibility in assessment
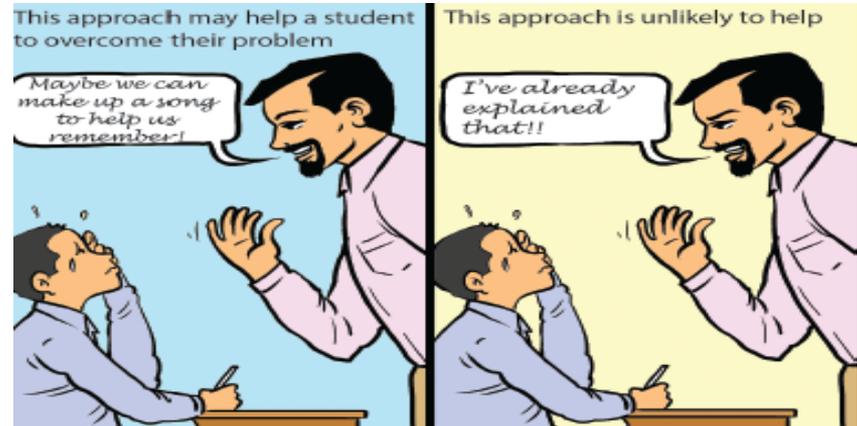
INCLUSIVE EDUCATION IN UNIVERSITIES

WHY is it important that Universities aim for inclusive education?

Graduates are seen not just as beneficiaries of a fairer system of education but as having a responsibility to practice within their professions in more inclusive ways In ways that aim to build a distinctive and socially responsible (inclusive) society

HOW can Universities achieve this aim?

Declaring through its mission that it will strive to be inclusive through its courses and evident in the qualities of the graduates

Put inclusive education into the mainstream of curriculum formation and challenge staff to reshape their curricula, teaching, learning and assessment processes with the values and principles that embody inclusive education

What is a curriculum?

Bounded set of information, knowledge, skills and attitudes limited by time and scope

Is a cultural artefact as it represents a set of choices about what knowledge and values should ultimately be transmitted

Fundamental "curriculum justice" (inclusive curriculum) is a component of educational excellence

Should focus upon outcomes – upon what sort of professionals, citizens and individuals for the benefit of society

CURRICULUM FOR INCLUSIVE TEACHING

Inclusive Curriculum through its content and processes should:

Provides varied opportunities for students to engage with

Judicious selection of content and assessment

Use of particular learning styles

Use of correct language

Opportunity for students to hear, affirm or reject experiences and knowledge

CRAFTING AN INCLUSIVE CLASSROOM – NO MATTER WHAT YOU TEACH

- Create a pre-crisis classroom – Take a proactive stance (apparent in rules which can discuss avoiding stereotyped behavior)

- INCLUDE - Make an effort - If your class is of manageable size learn how to pronounce names correctly

- Work to surrender your "privilege of unknowing" – Experiences you carelessly cite as universal are not necessarily shared rather vary greatly with economic opportunity, social privilege and cultural context

- Ask for feedback – take a poll at the end of the semester

- Accept discomfort – Try changing things a little

- Never assume – fighting our own assumptions about our students

BUILDING INCLUSIVE CLASSROOMS

- Icebreakers - Create a relaxed environment where students share ideas more freely, and participate more fully in the course.

- Establishing ground rules – Code of conduct, classroom helps foster community by balancing the learning needs of the individual with the learning needs of the group

- Inclusive teaching strategies - How can you ensure that all students understand and practice respectful and productive classroom communication?

- Classroom climate - How can you ensure that students with a wide range of backgrounds, characteristics, and expectations have productive learning experiences in your class?

- Connecting with your students – Managing classroom dynamics

BUILDING INCLUSIVE CLASSROOMS - ICEBREAKERS

WHY ICEBREAKERS?

● Create a relaxed environment where students share ideas more freely participate more fully

● Encourage students to share ownership for the learning environment of the class

● Establish positive rapport with students and foster a productive learning environment

● Support content learning by creating a direct experience with course content

● Prepare students for collaborative group work

1) Chlup, Dominique T. and Collins, Tracy E. "Breaking the ice: Using icebreakers and re-energizers with Adult Learners," *Adult Learning 21*, (3-4), 34-39.
2) West, E. (1999). *The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops.* New York: McGraw-Hill.

WHY GROUND RULES ARE IMPORTANT?

- Ground rules hold students accountable for their behavior

- They can prevent issues of incivility

- Students understand more clearly the expectations of the instructor as well as classmates

- Students hold each other accountable in a variety of learning scenarios

- Rules can create a safe learning environment for course participants where all know that their ideas and viewpoints will be respected.

1) Brookfield, S.D. & Preskill, S. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms (2nd ed.)* San Francisco, CA: Jossey Bass.
2) Gabelnick, F., Leigh-Smith, B., MacGregor, J., & Matthews, R (2004). *Learning communities: Reforming undergraduate education.* San Francisco Jossey-Bass.

WHAT ARE THE BENEFITS?

- You can connect with and engage with a variety of students

- Students feel comfortable in the classroom environment to voice their ideas/thoughts

- Students are more likely to experience success in your course through activities that support their learning styles, abilities, and backgrounds

- Students connect with course materials that are relevant to them

- You are prepared for "spark moments" or issues that arise when controversial material is discussed

What factors influence classroom climate?

- **Content** - Course materials, examples and metaphors, case studies and project assignments Content that includes variety of perspectives or is representative of multiple views is more conducive to a positive climate.

- **Stereotypes** - alienation and marginalization can impact learning negatively students may encounter tensions and cognitive disturbances that interfere with learning

- **Tone -** of a class environment influenced strongly by the instructor

- **Student-student interactions** - during and outside of class affect the overall climate

- **Faculty-student interactions** - Approachable instructors reported a better course climate

Do you know…………

Who your students are?

Why they are taking your class?

How you can improve their learning in and out of class?

Having a strong rapport creates mutually beneficial and exciting learning environment

ENHANCING INCLUSIVE LEARNING ENVIRONMENT – UNIVERSAL DESIGN FOR LEARNING

Main principles of UDL

● Provide Options for Perception - Providing flexible and multiple ways to present information
For example, using PowerPoint as a visual supplement to your lecture

● Provide Options for Expression - Providing flexible and multiple ways to allow students to express their knowledge or demonstrate their skills

● Provide Options for Comprehension - Providing multiple ways for engaging in course activities

Giving choices, however, does not mean changing expectations!

CHALLENGES

- Success will rely upon an institution having a clear and integrated vision and commitment to choose bravely for the long haul

- Rethinking teaching methods, organization of knowledge and educational assessment from new points of view

- Challenges and resistances formed by University teachers who oppose these ideas

- Educational practices and outcomes arising from its implementation challenge and replace traditional notions of educational excellence - contestation within a University setting

When those who have the power to name and to socially construct reality choose not to see you…..when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing – Adrienne Rich

References:
1) International Journal of Inclusive Education, 2000, Vol 4, No. 1, 63 – 88
2) International Journal of Disability, Development and Education, Vol 53, No. 3, 2006, 351 – 369
3) Teaching Community: A Pedagogy of Hope (New York, 2003), 135
4) https://www.unicef.org/education/cuba_93023.html
5) https://www.cte.cornell.edu/

Inclusion Best Practices

THANK YOU