Inclusive teaching methods

If a child can't learn the way we teach, maybe we should teach the way they learn - Ignacio 'Nacho' Estrada
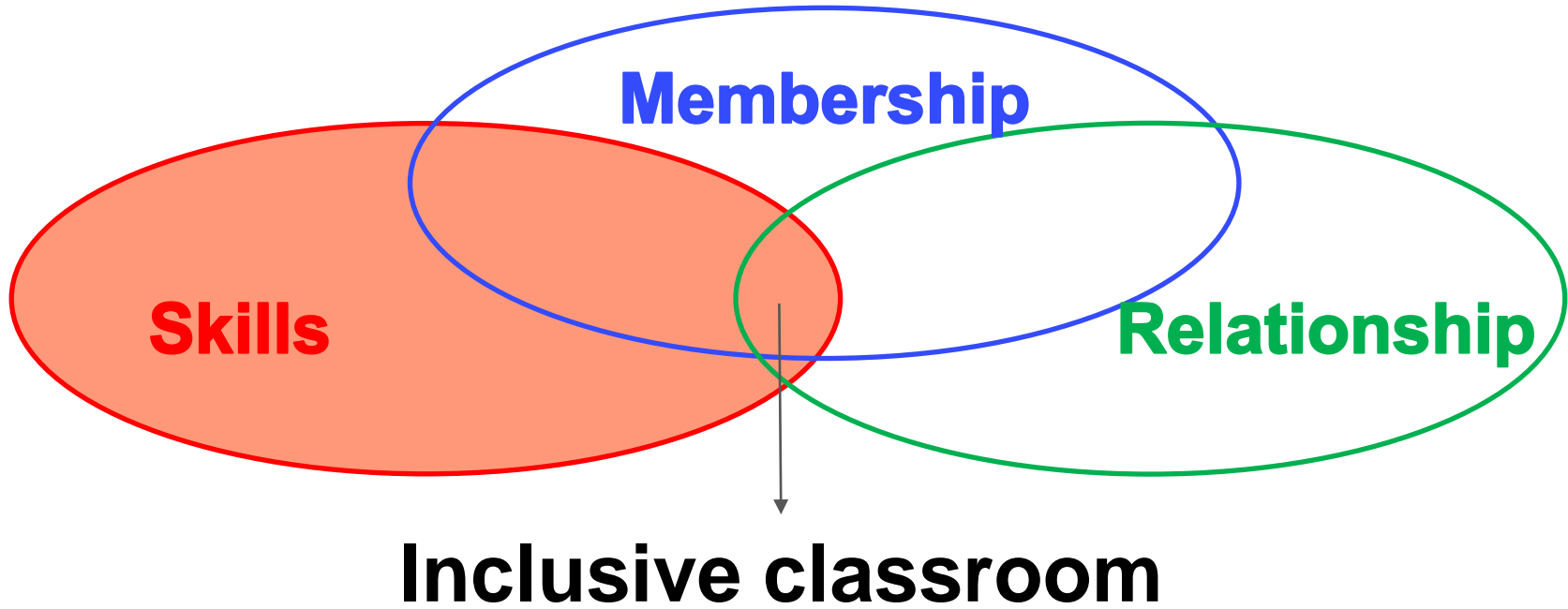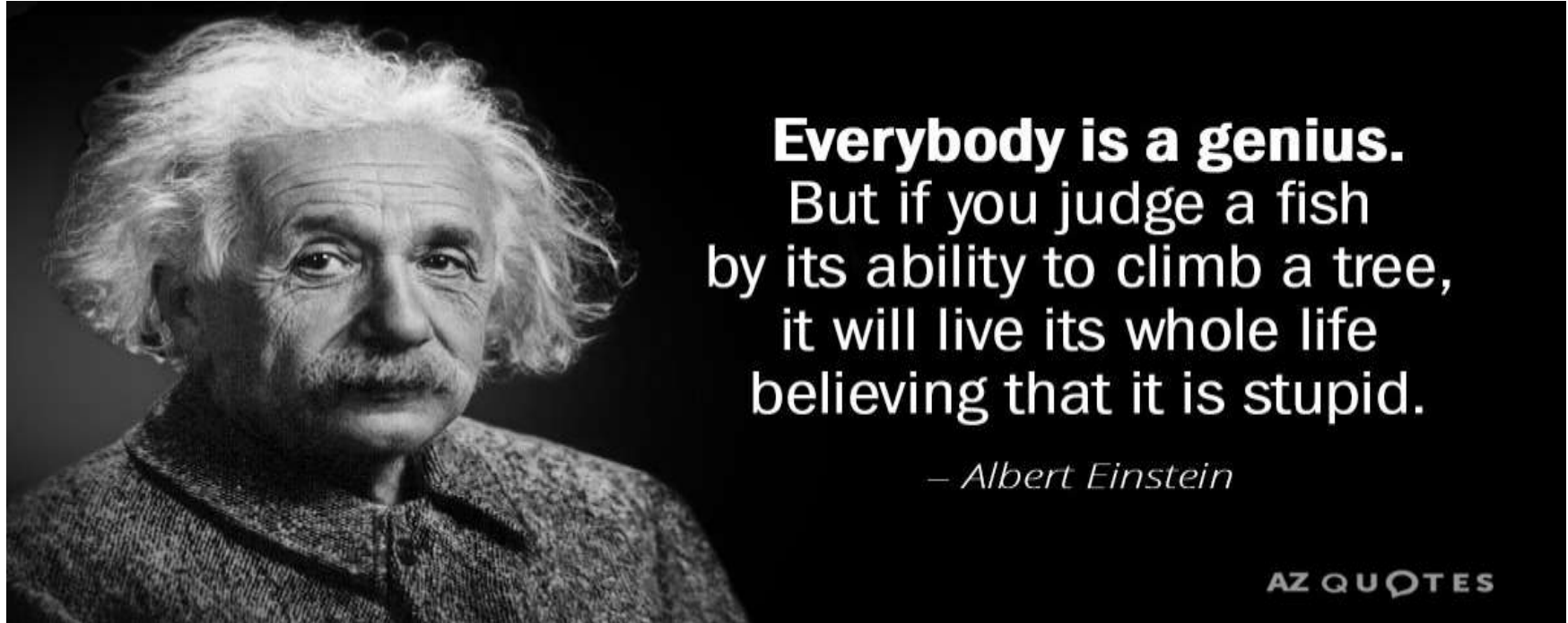
Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

– Albert Einstein

AZ QUOTES

Diversifying Teaching methods

- "Diversifying" = to differentiate
- Diversifying teaching methods ⬚ can accommodate students with different backgrounds, such as diverse abilities, diverse prior learning experiences, diverse cultural background, diverse learning styles, diverse levels and ways to motivation...
- **Step 1)** Identify which methods differentiate well (A), reasonably well (B) or not well (C)

Diversifying Teaching methods

Step 2) Reflect in group on the following questions:

- Which one do you use most? Which benefits do they have?

- How can we improve the ones that take less into consideration the different learning styles and diversities? What combination would be fruitful between teaching methods from group C with group A and B?

Universal design for learning

https://www.youtube.com/watch?v=bDvKnY0g6e4

Activity

- What do you think?

- Are you already use UDL? What is your opinion?

- Which principle is more important in your opinion?

- In which of teh 3 areas you/your school can improve?

Main principles of UDL

- UDL is about offering flexibility in the classroom. The word "universal" is not about finding one way to teach all students, but rather it implies the possibility of adjustment to every student's strengths and needs.
- Providing multiple representations of information and alternative means of expression and engagement are key components of universal design for learning

Meaningful information

Present contents and information in different ways and with different supports:

- Use graphics, animations, diagrams, charts, notations of music or sound;
- Use prepared digital materials;
- Combine written resources with auditory support;
- Provide physical objects and spatial models to convey perspective or interaction;
- Use learners' special interests (Mantle of the Experts)

Perceive the information

- Students with special needs develop specific learning styles as a consequence of their difficulties
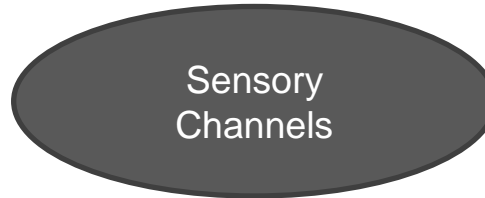- External stimulus are perceived in different ways

Visual-non verbal

auditive

Sensory Channels

kinesthetic

Visual-verbal

Perceive the information

- Students with SEN have generally **more troubles** with the **visual-verbal channel**

- Easier access to information through the **visual-non verbal channel**

- Good possibilities with **auditory** and **kinesthetic** channels (audiobooks, speech synthesis, graphic notes, explaining contents through examples and practical exercises)

Perceive the information

- Make sure you always use multi-sensory teaching activities
- Make more use of visual strategies: diagrams, time lines, mind maps, colour coding..
- Reinforce learning through different sensory channels, including imagination, emotion and enjoyment
- Encourage students to identify and exploit their own learning preference

Multi-sensory approach

https://www.youtube.com/watch?v=c9RH8rVBglg

Activity

- Which materials and activies do you use in class?

- Are you focusing on all senses?

- How could you improve the materials to address all sensory channels?

How to make your learning resources more accessible

https://www.youtube.com/watch?=75&v=zHcPiNZpfRA

Activity

- How could you improve your teaching materials according to your students' profile?

Internalize and manipulate the information

Working memory impairment affects:

- Following instructions
- Copying from the board
- Sequencing
- Reading comprehension
- Mental arithmetic
- Following directions

Internalize and manipulate the information

Small adaptations include:

- Give more time to focus/reading/understanding something;
- Break down long assignments into small tasks and short-term goals → important also for self-esteem;
- Give instructions one at a time
- Encourage memory aids, for example: wall charts, individualised word banks, audio recorders
- Provide hand-outs and summaries
- Provide signposting and scaffolding for planning and organisation
- Use of computer software
- Link what you're teaching to what students do everyday

Cooperative learning

- Working in group with other peers stimulates participation, responsibility and self-esteem
- "*Peers can clarify the nature of an assignment, interpret complex instructions, model performance, explain ideas, give feedback and corrections, take responsibility for difficult parts of the assignment, scaffold problem-solving efforts, and provide encouragement*" (Jenkins, Antil, Wayne, and Vadasy, 2003).

Effective collaboration

- **Create a Strong Group-Work Problem**

Psicologist Elliot Aronson ('70s) invented the Jigsaw Method, a cooperative learning technique where students work in groups to teach each other something.

The jig-saw method

- Divide into groups
- Assign a group leader
- Divide the assigment into sections that equals the number of people in the group and give it to each member
- Student read their section and then reflect with other person with the same section from another group
- Students share what they have learned and fill any gap missing thanks to the confrontation with the other people **– they become experts of their part**
- They go back to the original group and share their expertise.

The jig-saw method

Benefits

- Everyone feels important and responsible for his/her task

- Useful for non active students who struggle to get out of the comfort zone

- Develop summirizing skills

- Reduce teachers frontal moments

- Motivate students to actively engage in activites

Learning about leadership and teamwork from geese

1. Divide in groups.
2. Each groups will receive a piece of paper.
3. Read what your piece of paper suggests about "what we can learn from geese about teamwork and leadership"
4. Then, find a way to describe to the other groups what your piece of text is about. You CANNOT use English language (or any other language), but you can draw, mime, use gestures etc...
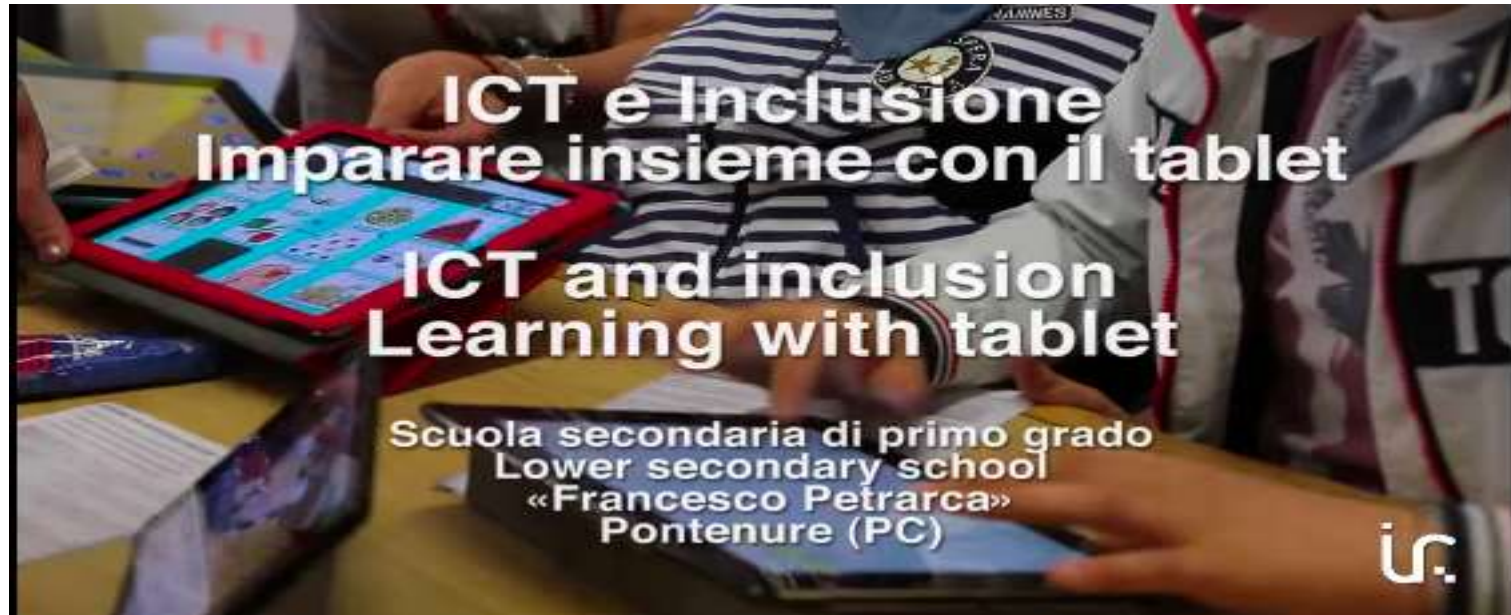5. The other couples watch and try to guess.

Leadership and teamwork

5 things geese can teach us about teamwork

- It's easier to fly/work together
- If you're outside the v-formation/team it's harder
- Leadership may be dynamic and rotate
- Communication is crucial
- Mutual help is mutually beneficial

ICT & inclusion: a case study

https://www.youtube.com/watch?v=MP2ESWaYOm8

Co-teaching

- Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students.
- Often implemented with **general and special education teachers** paired together as part of an initiative to create a more inclusive classroom.

The italian approach

- It generally involves two teachers, one curriculum and one support
- The two teachers work in the same physical space, where they share responsibilities for the whole class
- That's because support teachers in Italy are primarily ordinary teachers!
- They both participate in the teaching-learning process even when they work with diverse groups of students
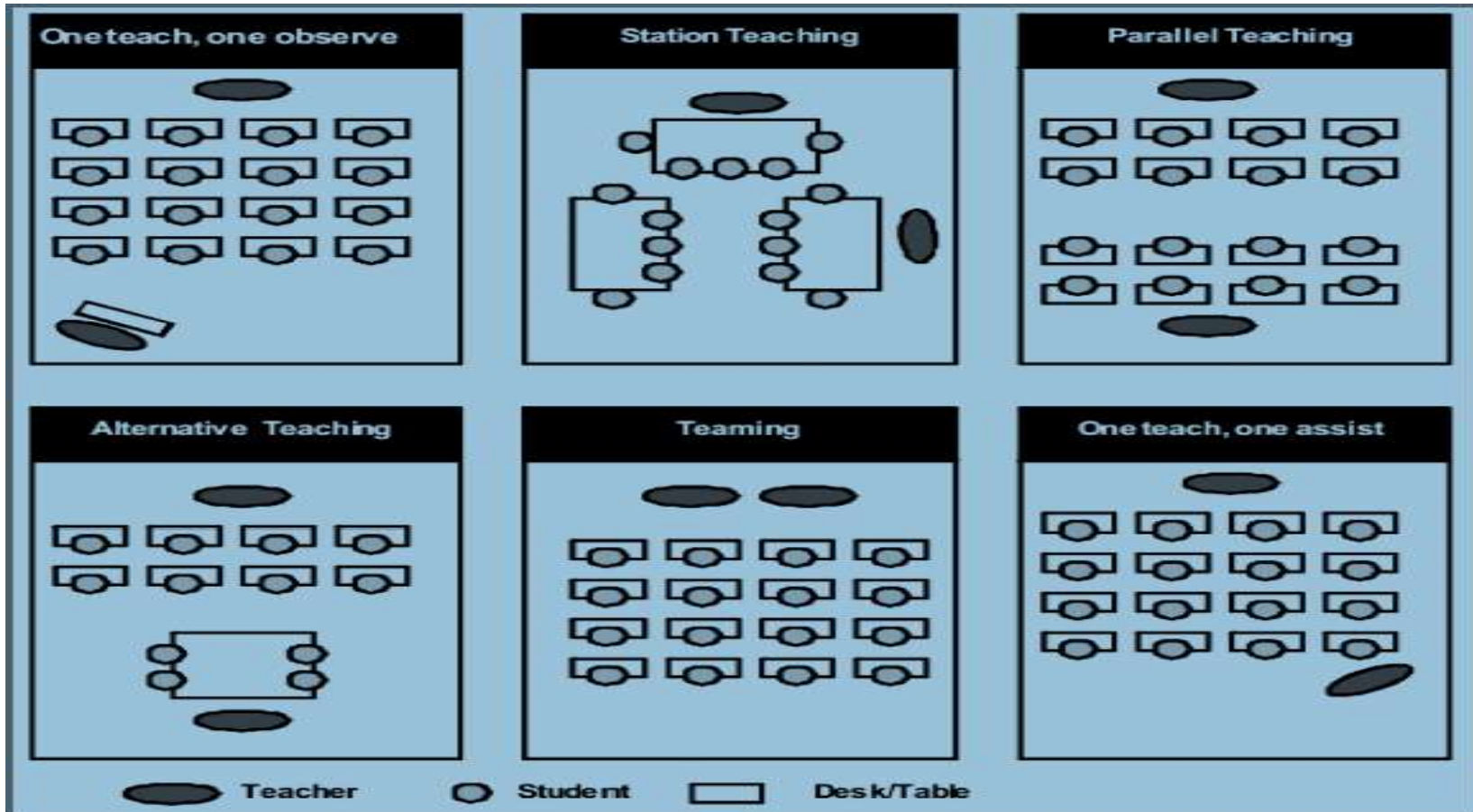
The italian approach

Support teacher's role

Support to the inclusion process within the class

Support to the inclusive didactics of the other colleagues

Co-teaching main approaches

Station rotation teaching

https://www.youtube.com/watch?v=Kg38A1ggYiE

Benefits of co-teaching

- Responding to the learning needs of all students
- More opportunities for one on one interaction between students and teachers, leading to stronger relationships
- Students with disabilities have access to the general education curriculum as required by law, which includes the classroom community and activities they otherwise wouldn't take part in
- Students still have opportunities for specialized instruction when needed

Benefits of co-teaching

- All students can benefit from the additional supports, resources, and diversity in the classroom
- Increased independence for students with disabilities
- Stronger, more creative lessons due to teachers sharing the planning process
- Teachers are able to support one another and divide the work load in the classroom