Module 6 - Meeting Needs - Communication and Interaction

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Summary

- Conceptual delimitations: Inclusion, diversity, SEND (special educational needs and disabilities), Autism

- Best practices of inclusive education

- Challenges faced by students with SEND

- Challenges faced by students with autism

- Didactic communication and teaching approaches

- Teacher self awareness

- Analysis of concrete situations of communication and interaction in higher education that can lead to integration / inclusion / exclusion / marginalization etc.

Aims

- The aim of module 6 is to be aware of the impact of curricular adaptation on the inclusion of people with SEND into higher education.
- During this module, we will critically analyse communication and interaction strategies that are consider to be effective for higher education.
- We will evaluate the feasibility of the curricular adaptation models to specific, national contexts.

Self report test

Self-report test

Only students with SEND need adapted communication.	T	F
All students are treated in a differentiated manner according to their learning needs.	T	F
Inclusion is a priority for each university in my country.	T	F
All universities are financially and logistically supported to become inclusive.	T	F
The number of students with autism completing a higher education qualification is increasing.	T	F
Pupils with cognitive deficiencies can study at university .	T	F
Students with autism experience social challenges (e.g. lack of social participation) and increased mental health concerns (e.g. stress, anxiety, and depression)	T	F
All teachers know how to efficiently communicate with students with SEND	T	F
Adaptation of communication supposes accessibility and diversification of the components of academic curriculum.	T	F
An essential element for an inclusive university is flexibility in teaching approaches.	T	F

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An essential element for an inclusive university is flexibility in teaching approaches.	T	F

The reasoning for the correctness of answers will be understood after reading the course. Answers for the initial evaluation test: 1. F; 2. F; 3. F; 4. F; 5. T; 6. F; 7. T; 8. F; 9. T; 10. T.
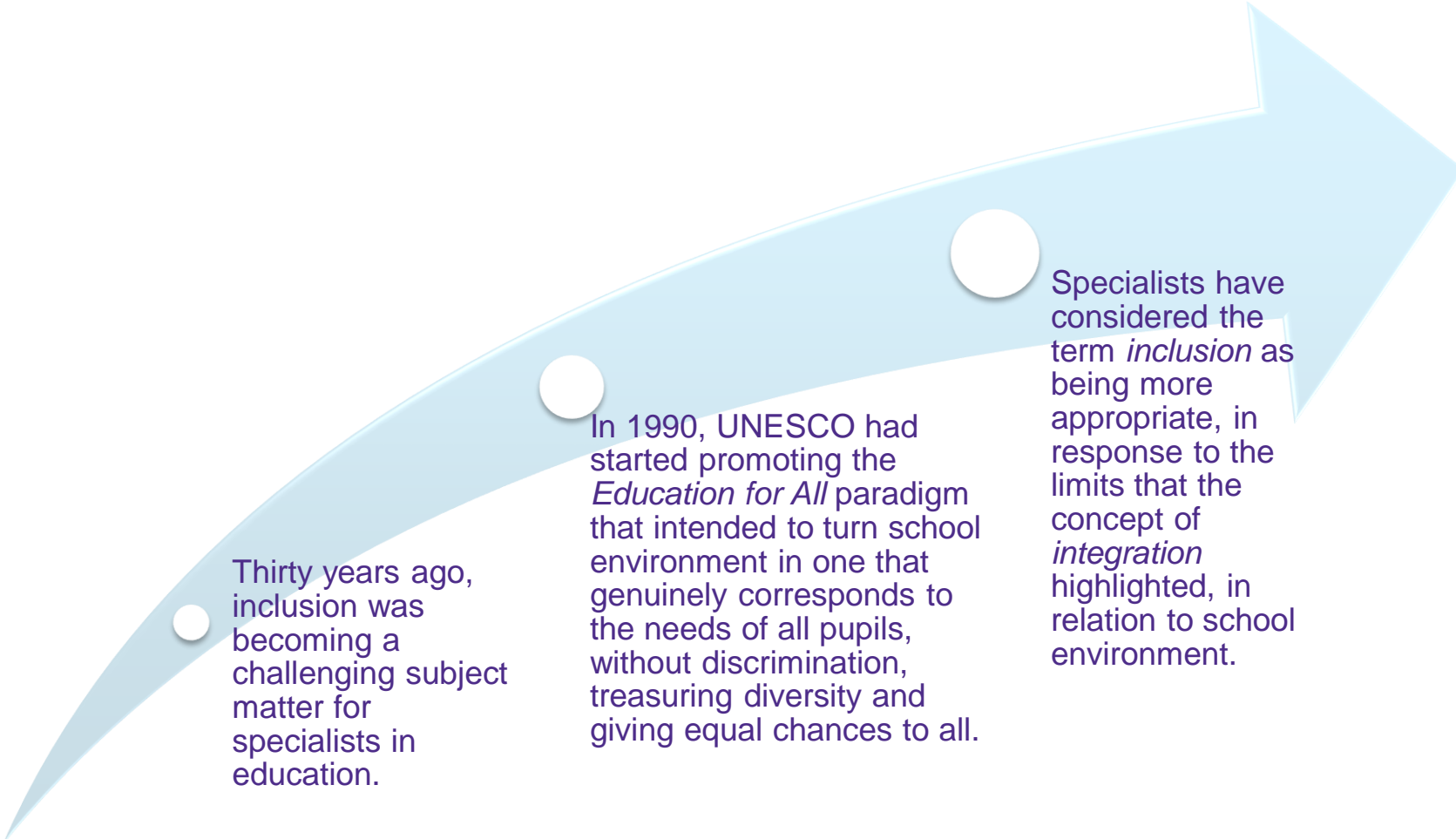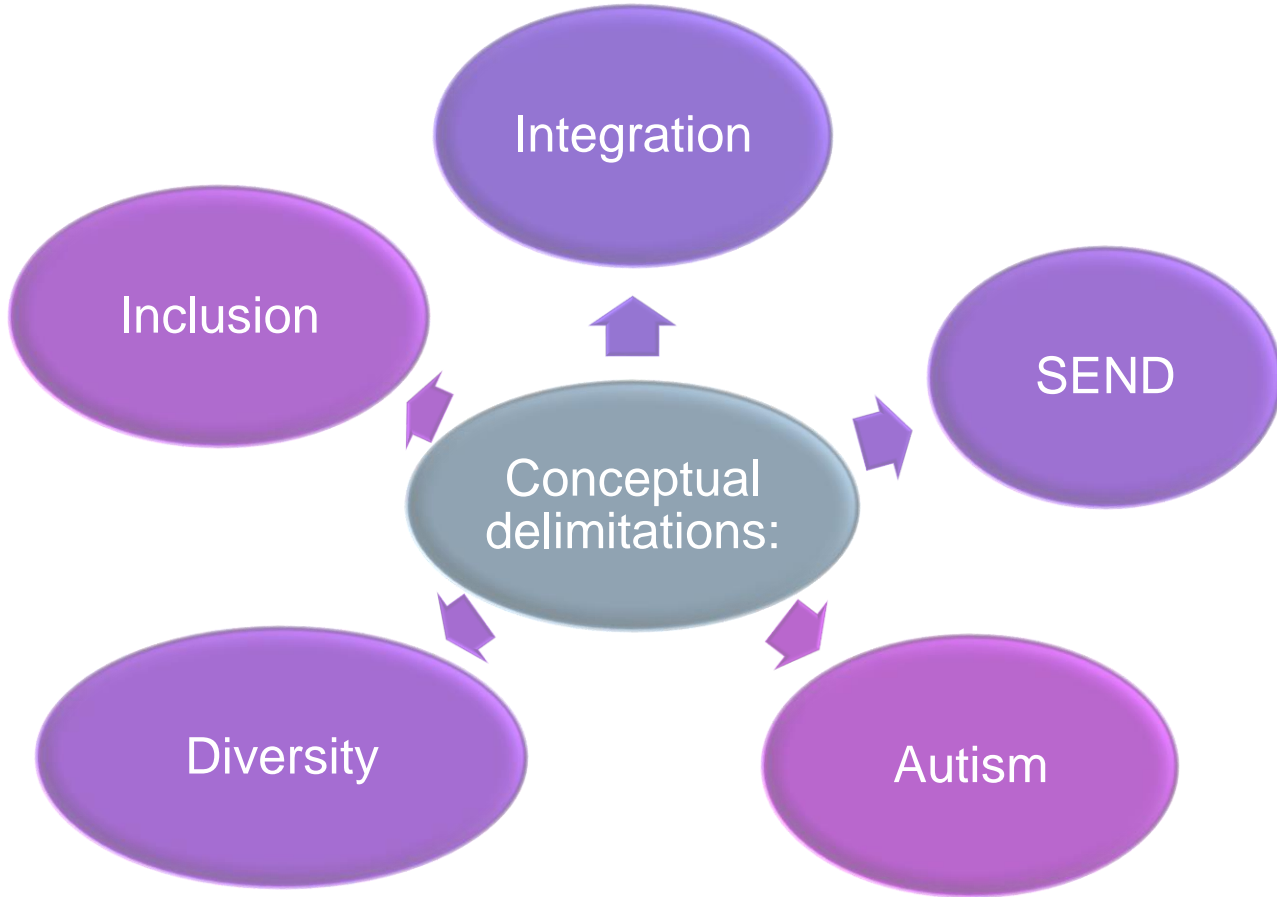
Special Educational Needs and Disabilities (SEND) in England is defined as:

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (Department for Education, 2015)
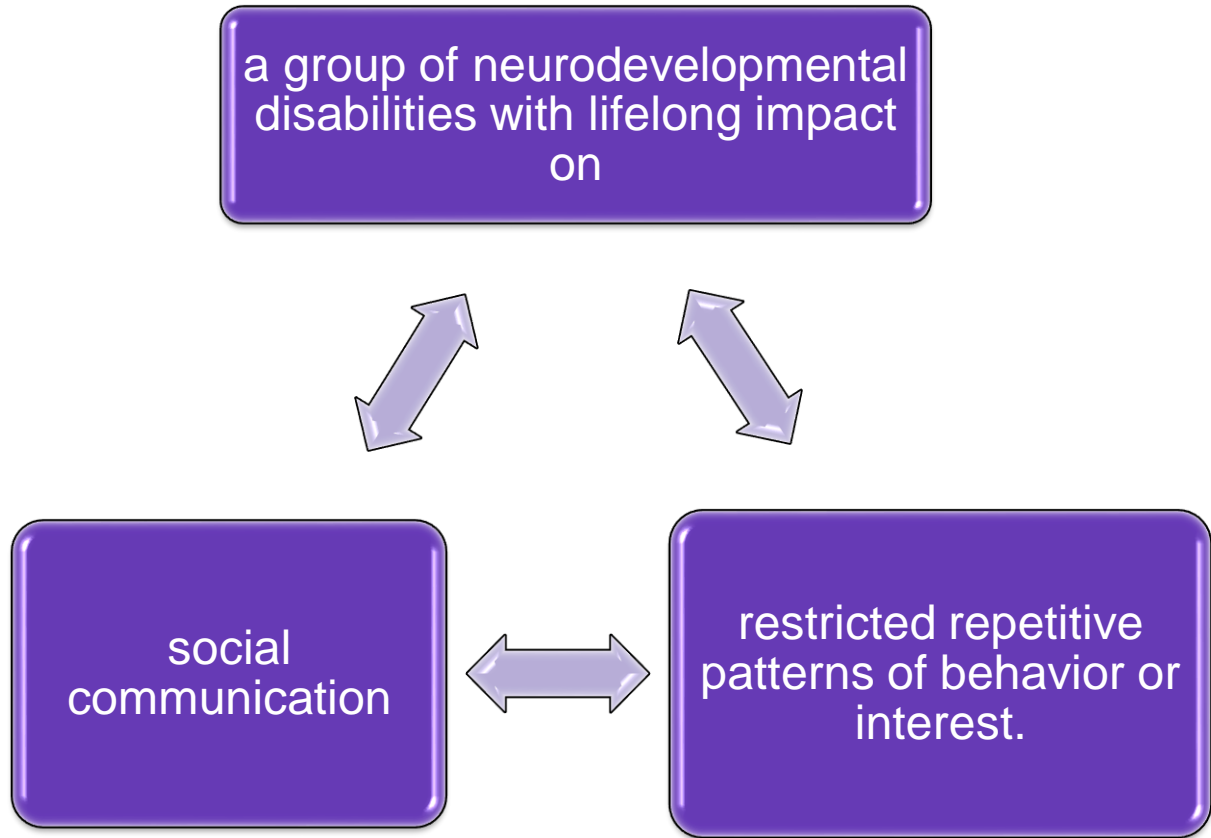
Fig 1 **Autism spectrum disorders**

Thirty years ago, inclusion was becoming a challenging subject matter for specialists in education.

In 1990, UNESCO had started promoting the *Education for All* paradigm that intended to turn school environment in one that genuinely corresponds to the needs of all pupils, without discrimination, treasuring diversity and giving equal chances to all.

Specialists have considered the term *inclusion* as being more appropriate, in response to the limits that the concept of *integration* highlighted, in relation to school environment.

What are the main criteria for differentiation of students?

The main criteria for differentiation of students are:

➢ **the level of cognitive ability, from prodigies to those with intellectual disabilities;**
➢ **the social-economic environment of origin; and**
➢ **the ethnicity and cultural environment.**

Integration is defined as a process of including students with SEN in schools and universities.

- The concept of *integration* highlights a perspective in which **a student makes efforts to adapt** to the academic environment and to society, and the endeavours of the latter to facilitate integration are placed in a second position.

- **Inclusive education** tries to blur this shortcoming, focusing on a continuous process of **perfecting the quality of education provided by an institution**, by giving value and rendering efficient available human and material resources and by improving the services provided.

Inclusive education

- "subset of inclusive society – a society in which human diversity is acknowledged, accepted and capitalised and in which individuals and minority groups are not marginalised" (Westwood, 2018, p. 1).

Please form 4 groups

Inclusive education

- Accepting **differences** between students as **being normal** and accepting arguments for an **increase in the quality** of education to facilitate the development of participants in education, **minimising of discrimination and marginalisation**, are the **appropriate attitudes** for administrative and teaching staff in an inclusive educational unit (Vrasmaş, E., Vrasmaş, T. coord. 2012).

Inclusive University

But specialists in the field highlight that **total inclusion is an overestimated myth** (Kauffman, J. M., Schumaker, J. B., Badar, J. & Hallenbeck, B. A., 2019).

Why?

Inclusive University

Social and educational practice over the last three decades prove that forcing someone to accept an idea is not a wise decision.

There are students with certain degrees of disability whose place is not in mass education. More relevant for them is to receive **more appropriate learning opportunities** than the place in which the learning process takes place.

This observation generates questions relating to

1. Who is entitled to decide where a student with SEN will learn?
2. What is the limit that deciders identify when establishing who can and who cannot attend regular education?
3. What happens with unidentified students who are not assessed as having SEN?
4. To what extent do the measures proposed reduce or maintain the phenomenon of marginalisation and/or educational exclusion?

The most appropriate practice of inclusive education
Salend & Whittaker (2012)

- Promoting attitudes of acceptance of differences and diversity;
- Using an approach focused on competencies, starting from abilities already acquired;
- Using Individualised Education Plan (IEP) to focus on strengths and aspects to be developed regarding students;
- Using cognitive behavioural strategies;
- Using the Universal Learning Design concept;

The most appropriate practice of inclusive education
Salend & Whittaker (2012)

- Using a wide range of assessment strategies for monitoring students' progress and improving the quality of teaching;
- Using a wide range of tools typical to assistive technology, in the process of teaching, to facilitate learning;
- Using socially mediated learning capitalising on teaching through cooperation and learning through mutual assistance of students;

The most appropriate practice of inclusive education
Salend & Whittaker (2012)

- Stimulating a use of metacognitive strategies and of those typical to self-regulated learning;
- Culturally adapting interventions considered as being successful in other cultures; and
- Establishing an efficient educational partnership with professionals who intervene in the therapy of a student with SEND (psychologist, speech therapist, etc.).

Challenges faced by students with SEND

- Many universities and colleges are quite adept at making reasonable accommodation for students with learning disabilities.
- Most universities provide online platforms, where students find courses to study at their own rhythm.
- In many universities, measures of space accessibility are already implemented or their implementation is in progress.
- Many courses develop with a visual support, most often PPT.

Challenges faced by students with SEND

- Although efforts are made, students with SEND cope with *discrimination, aggression, bulling, ignorance, social isolation, lack of a personalised coaching, and lack of special units* for them.
- Some encounter difficulties in *living independently* from the help of the others.

Challenges faced by students with SEND

- After completing studies, the chances of finding a job are slight.
- Also, many of those who succeed in that, can hardly keep their job because of adaptation difficulties to unwritten demands of an organisation and reduced tolerance to stress.

Challenges faced by students with autism

- Although students with ASD have the potential to perform well academically, they are at a heightened risk for academic and personal failure during the college years (Kapp, Gantman, & Laugeson, 2011; Pinder-Amaker, 2014).

Challenges faced by students with autism

- Compared to other disability categories, students with ASD have decreased graduation and employment rates (Sanford et al., 2011; Shattuck et al., 2012; Taylor & Seltzer, 2011) and they are more likely to develop psychopathological disorders (Friedman, Warfield, & Parish, 2013; Pinder-Amaker, 2014).

Challenges faced by students with autism

new stresses and demands of higher education (e.g., increasing independence, international mobility, living in residence)

pose significant challenges to students with ASD (Pinder-Amaker, 2014).

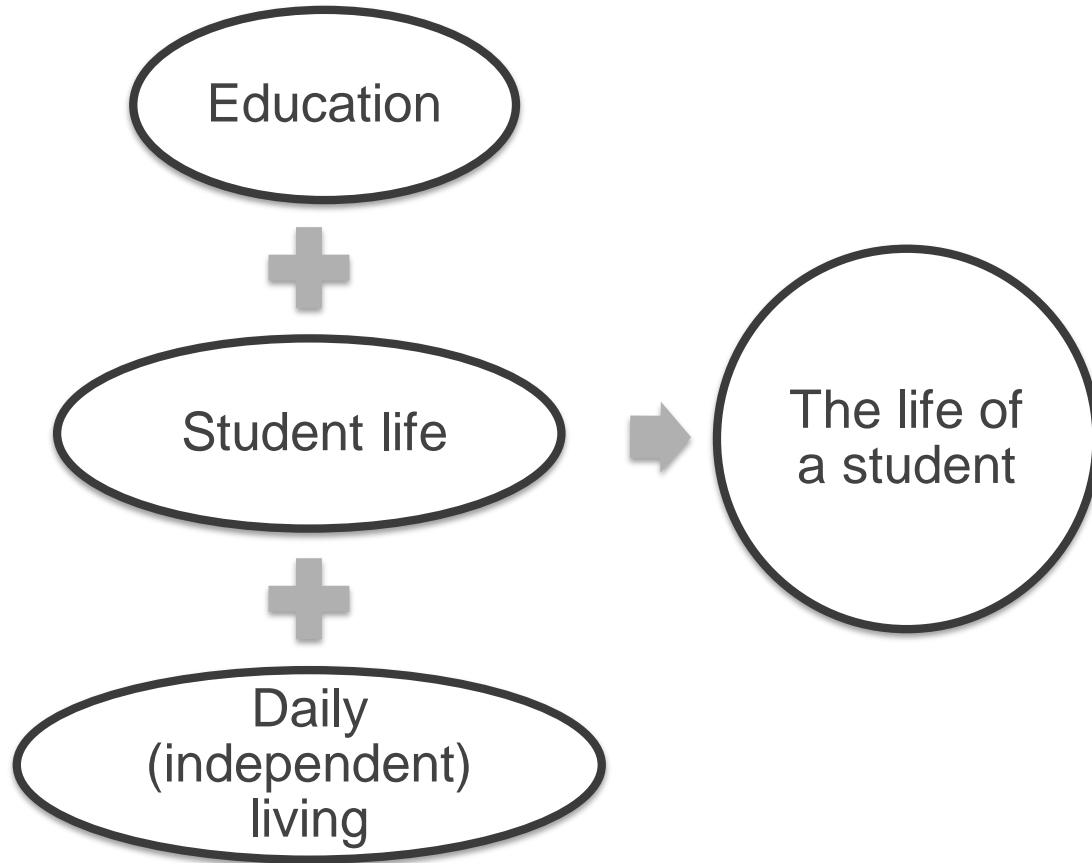# **Challenges faced by students with autism**

Challenges frequently reported include non-academic issues such as difficulties with social skills, interpersonal deficits, organizational and time management difficulties, lacking self-advocacy skills and sensory overload, as well as problems meeting academic demands (Gelbar, Smith, & Reichow, 2014).

Challenges faced by students with autism

To address these challenges, universities must provide appropriate interventions and supports that differ from those provided for students with other types of disabilities (Barnhil, 2014).

The invisibility and the heterogeneity of students with ASD make it difficult to estimate which specific challenges students with ASD face, and which accommodations and support initiatives are appropriate.

Education

+

Student life

+

Daily (independent) living

→ The life of a student

Challenges faced by students with autism

During the transition to higher education, students experienced difficulties in overseeing the large amount of choices, and faced challenges estimating the consequences of the choices made.

Students with ASD are frightened because they have to leave behind familiar surroundings, people and structures, and have to face many new situations.

Challenges faced by students with autism

- Students immediately searched for new structures and routines within all three life domains.
- However, the lack of structure and predictability in typical higher education programmes made time management and daily organization difficult.
- The difficulties in understanding the social rules and expectations = problems (Van Hees, Moyson, & Roeyers, 2015)

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Challenges faced by students with autism

- The need for friendships and relationships – at a very fundamental level, they don't know how to achieve this.

- They make some kind of recipes on how to react in social situations.

- Despite all sorts of social efforts, the inability to read social cues caused diverse problems.

Challenges faced by students with autism

Difficulties in
- knowing when it was appropriate to ask questions in the course,
- how to address professors after the course,
- how to know what other people expected, in initiating and sustaining conversations, etc.

- Group projects – challenges, sometimes the others do not respect agreements

Challenges faced by students with autism

- The awareness of their social problems,
- the fear of saying the wrong things and
- the need to recover from anxiety and the extra strains,
- have a negative impact on students' confidence to socially engage with others and to invest further in maintaining contact and friendships.
- Students have limited access to an extended social network.

Challenges faced by students with autism

Students tend to focus on numerous little details and often need more time for seeing or applying coherence to the information they perceived.

This especially affected following courses, studying and exams, but also daily living.

Challenges faced by students with autism

- While there are students who meticulously planned everything, there are others who could not make a time schedule and procrastinate before taking on tasks.
- Students feel overwhelmed by the large amount of information and demands, and lacked flexible problem solving skills.
- At an academic level, difficult courses are considered those that required reflective thinking, and internships or work placements, those in which lot of different competences had to be integrated.

Challenges faced by students with autism

Students also suffered from sensory overload, caused by flickering lights, the sound of typing on laptop keyboards, etc.

The sensory issues also have an impact on the three domains (e.g., not eating in the cafeteria, avoiding pubs, not studying at the library, the need to sit in the front of the classroom, etc.), and caused fatigue and stress from which students need time to recover.

They can feel overwhelmed, isolated, tired, stressed, depressed, and anxious, at the same time experiencing panic attacks and sweating.

Qualities such as

- a strong memory,
- focus precision,
- an eye for details,
- dedication,
- the ability of putting one's mind to a subject,
- analytical skills, and
- remarkable powers of observation

contribute to their ability to excel in specific courses and disciplines, and to deliver work that meets high academic standards.

Challenges faced by students with autism

- They have qualities such as sincerity, impartiality, and the willingness to listen to others.
- Support services should implement a thoroughly personalized approach, in which individualization and comprehensiveness are keywords.

Challenges faced by students with autism

- Proactively providing planning tools,
- clear communication and
- concrete information,

contribute to students' understanding of what is expected of them, and to their development of new routines.

Additionally, having a contact person who is sufficiently familiar with ASD who the student could turn to with questions or at times of confusion, contribute to them feeling safe.

The most requested and granted accommodations include

- additional time in written exams,
- extra preparation time for oral exams,
- a wider distribution spread of exams in time (ideally with a couple of days between every exam),
- having access to a separate exam room and
- the option of doing alternative assignments instead of group work.

Challenges faced by students with autism

- Staff and other students need to understand the diversity and complexity of ASD, and should listen to students' experiences on what is useful.
- Measures that work well for one student may not be appropriate for another one.
- There is the need for one designated person, a personal coach, to monitor and support their activities in the three domains.

Challenges faced by students with autism

The coaching should focus on support with:
- making choices (e.g., selecting a major, living in residence),
- enhancing study approaches,
- daily and vocational organization and skills,
- clarifying ambiguities and
- providing feedback on difficulties and advice.
- the need for psychologist individual support services

Curricular Adaptation

- By teaching methods;
- By participation – the extent to which a student is involved in solving a task;
- By time: the time allotted to solving a task; and
- By support level: more individual support.

Didactic communication and teaching approaches

Didactic Communication

Communication is defined as a *particular type of an exchange relation between two or more persons / groups.*

The following are essential for communication:
- A relation between individuals or between groups;
- An exchange, conveyance and reception of significance; and
- Voluntary or involuntary change of the behaviour of those involved.

The elements of didactic communication are:

- Emission of a didactic message by a teacher or another information source, from a certain distance;
- The channel through which the message is conveyed;
- The reception of the message by students; and
- Storage and processing of the message
- to take decisions students' formulating answers, teachers' correcting or assessing).

TYPES OF COMMUNICATION

By *interaction level:*

- *Intra-individual; Interpersonal; Group; Mass; and Public or media related.*

By *type of code used:*

- *Verbal (oral and written); Para-verbal; and Non-verbal.*

By *channel used:*

- *Direct (immediate); and*
- *Mediated (when intermediary channels are used, such as books, e-mail, and online platforms).*

TYPES OF COMMUNICATION

- **Nonverbal communication** is performed through non-verbal means (human body, space or territory, or image).
- **Verbal communication (language):** Language is one of the most specifically human means that is most frequently used in inter-human communication. Language represents an expression and a performance of verbal behaviours.
- Within verbal communication, we distinguish:
- Oral communication; and
- Written communication.

The expressivity of DC

- is influenced by physical attire, facial expressions, gestures, brightness of appearance, and visual contact.
- The elements of non-verbal language extend the significance of words.
- For example, a teacher who enters a classroom and sits down at the teacher's desk or leans against the blackboard and remains there for the entire lecture, greatly diminishes the force of discourse.
- Non-verbal language has significance as deep as verbal.

The purpose of DC

- is that of forming beliefs by means of the organisation of didactic activity and choice of those methods favourable to forming their beliefs regarding all fields of cognition and human practice.
- When forming beliefs is not possible, one resorts to persuasion, by which we understand influencing someone more than by forming of beliefs through argumentation, but also through targeting affectivity.
- Persuasion accompanies conviction, touching both reason and feelings.

PARTICULARITIES DC

DC has several *characteristics,* which make it different from other types of communication:

- It unfolds between two or more agents: teacher and students, sharing a purpose of instruction using verbal, written, non-verbal, para-verbal, and visual communication, but especially a combined form;
- The didactic message is conceived, selected, organised and logically structured by the teacher, on the basis of some precise didactic objectives, stipulated in curricula;

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PARTICULARITIES DC

- The didactic style of communication is determined by the teacher's didactic thought and by his/her personality;
- The didactic message (repertoire) has an explanatory-demonstrating dimension and it is transmitted to students using didactic strategies appropriate to their intellectual development and to the level of knowledge, so as to be understood by students; and
- Communication is regulated and self-regulated with the help of some retroactions (feed-back and feed-forward), removing blockages that may occur along.

FUNCTIONS DC

- Informative function, of conveying an educational message;
- Formative function, of stimulating students' thought and imagination;
- Educational function, of conveying educational influences, of cohesion and achievement of groups of students;
- Assessment and regulation function of the teaching-learning process; and
- Educational problem solving function.

THE RULES of efficient DC are to:

- Listen, that is to take into account the opinion and interests of the others;
- Notice, that is to be interested in what happens within the communication situation and to understand the state of the receivers;
- Analyse and know the situation of the receivers;
- Express oneself, that is to present one's points of view and feelings regarding the object of communication; and
- Control, that is to follow the quality and efficiency of communication.

Communication competency for teachers/ administrative staff

Supposes acquiring knowledge and abilities from several fields:

- Knowing the influence of a communication context on the content and form of the communication, as well as adapting communication behaviour to this;
- Knowing communication rules and the impact of para-verbal and non-verbal communication within DC;

Communication competency

- Knowing human and students psychology, the ability to relate to students; and
- Knowing the culture of interlocutors, because non-verbal language differs from one culture to another, and what is considered efficient for communication in one culture can be inefficient for another.

DC's CHARACTERISTICS in order to be efficient

Of the teacher/administrative staff:
- Clarity of message;
- Precision;
- Using an appropriate language accessible to students;
- Using an appropriate language (scientifically correct);
- Logically structuring messages conveyed;
- Engaging presentation of the content of teaching; and
- Ensuring an atmosphere appropriate to communication.

CHARACTERISTICS DC

Of students:
- To have concentration (to be able to receive and understand the message of the teacher);
- To have previous knowledge necessary for learning that is to come;
- To be motivated to learn; and
- To know the language used by the teacher or by the computer, the case of learning assisted by it.

BARRIERS IN DC

The most important of them are:

- **Effects of status** – sometimes a too high status of sender in relation to a receiver can cause misinterpretations of the message by the latter;
- **Semantic problems** – specialists have the tendency to use a professional jargon, believing that others too can understand it; persons with a higher status have the tendency to express themselves in a more sophisticated manner, difficult to understand for persons with a low level of schooling;

BARRIERS IN DC

- **Perceptual distortions** – when a receiver has an unrealistic image about him/herself, does not have openness in communication and so cannot understand others appropriately;
- **Cultural differences** – persons coming from cultural environments, with different values, customs, and symbols;

BARRIERS IN DC

- **A wrong choice of channels or moments** – the correct channels must be chosen for any information and the moment also has to be well-chosen – an urgent situation does not have the opportunity to be effective if it is demanded at the end of working hours or at the end of a week; and
- **Excessive length of channels** – a complicated organisational network leads to slow communication.

OBSTRUCTING PHYSICAL FACTORS

- inappropriate lighting, noise interference, excessively low or high temperatures, twitches, elements that distract attention – telephone, coffee, or tea.

HUMAN BARRIERS to efficient communication are:

- **Physical**: verbal and acoustic deficiencies, location, lighting, temperature, the hour in a day, or duration of a meeting;
- **Semantic**: vocabulary, grammar, syntax, emotional connotations of some words;
- Determined by **internal factors**: positive involvement (e.g. I like John, so I listen to him); negative involvement (e.g. Mirela gossiped me a year ago, so I interpret everything she says as being against me);

HUMAN BARRIERS to efficient communication are:

- Fear;
- Differences in perception;
- Rushed conclusions;
- Lack of knowledge;
- Lack of interest;
- Emotions (strong emotion is liable for an almost complete blockage of communication); and
- Psychical blockage.

Communication blockages or information distortion can occur when:

- The sender (the teacher) does not master the content;
- It is not clearly presented, comprehensible and systematised;
- The sender speaks too quietly, too loudly or too quickly;
- She/He does not present the purpose of the message at the beginning and does not create reasons to stir interest in communication;
- The sender does not synchronise various types of communication (verbal, para-verbal, nonverbal, and visual);

Communication blockages or information distortion can occur when:

- The message conveyed is not consistent with the students' interests;
- The didactic message is too well-known or too abstract producing boredom;
- Communication is only one-directional, producing passivity;
- Students are not engaged in communication through dialogue or through rhetorical questions;

Communication blockages or information distortion **can occur when:**

- sender's state of mind (boredom, fatigue, impatience, fear of not making mistakes in presentation); and
- Students do not have the necessary knowledge to understand a didactic message.

- **What are the obstacles that occur more frequently in DC?**

Obstacles that occur more frequently in DC

- Overloading (determined by time stress, and also by the desire of some teachers not to omit important things);
- Using a message encoded and inaccessible (or hard to access) for students – uneven distribution, over time, of the teaching material; and
- Students' fatigue or indisposition to a teacher – a tensed or noisy atmosphere.

Rules for perfecting DC

- Correct, open and direct speaking, (that prevents or reduces a distortion of messages);
- Encouraging feedback from students (to know to what extent the messages conveyed were correctly received and understood);
- Careful, patient and encouraging listening to messages received from students at the same time with an effort to understand precisely the meaning of these messages);

Rules for perfecting DC

- ● Using various types of didactic communication for the same type of messages (generally, oral and visual, simultaneously); and
- ● Repeating more complex messages.

Recommendations for teachers who work with students with SEND

- To correctly identify (to recognise and accept!) the problem of the student;
- To assess strengths and weaknesses of the student;
- To draw up a plan (individualised learning plan) with the objectives, timetable and strategies established for that student, capitalising on the strengths of the student;

Recommendations for teachers who work with students with SEND

- To monitor the progress made by students and then, to plan the next step.
- Some professors seem to encounter fewer difficulties than others in creating an efficient **learning atmosphere** for their students. A **class well run**, with a reduced potential of inappropriate behaviour, can by itself have beneficial effects both on the learning process and on performance.

What are the main aspects that need to be taken into account?

- The control of a class depends on the teacher's behaviour, usually expressed by means of non-verbal communication.

What are the main aspects that need to be taken into account?

- Appropriate visual and physical contact with the students;
- Relaxed moves of the body;
- Relaxed and controlled verbal behaviour;
- Capacity of quickly ensuring silence during a class;
- The capacity to go in person near any student in seminar room;
- Clear instructions, avoiding repetition;
- Synchronisation of body language with verbal; and
- Coping with interruptions from students.

The atmosphere in the lecture theatre/ seminar room

- is another factor that influences the performance of students, because the atmosphere in the room will influence the reactions of students.
- Recent studies prove that an environment rich in stimuli distracts attention and hinders learning.

In order to maintain the learning process and positive behaviour from students, we can suggest attention to the following (A. Hayward, 2005):

- *Noise intensity* – different activities should unfold at acceptable different levels of noise. Attention to background noise, which if too strong, can render learning difficult.
- Recent research (Khazan,2016, apud. Walker, 2018, p.83) has proved that in a educational environment, when there is background noise, students can barely acquire new knowledge.
- Sometimes, silence is recommended;

In order to maintain the learning process and positive behaviour from students, we can suggest attention to the following (A. Hayward, 2005):

- The type of building/classroom – some activities can be very difficult to perform because of the construction or the size of a classroom;
- Being aware of the need of space, students need their own space in classroom; and
- Different activities require different arrangements of spaces .

Improving the learning process within activities/classes

- The way in which a teacher design his/her activities or classes will influence the participation and reaction of students in a decisive manner.

The following attitudes usually contribute to developing some efficient lectures or activities:

- Ensure that the activity starts on time and that all students get involved from the beginning;
- Ensure that the objectives of an activity are clear beforehand to all students;
- Ensure that the various abilities of students are known to you;
- Ensure that students realise what personal and group objectives are by the end of an activity or class;
- Ensure that work is finished when and where it has to;

attitudes that contribute to developing some efficient activities:

- Ensure that all students are attentive;
- In activities with the entire class, ensure that attention is not given to a single student or to a small group;
- Continuously appreciate the effort made by making comments and reacting to a student's performance;

attitudes that contribute to developing some efficient activities:

- Ask detailed questions to facilitate the dialogue and encourage a student to come up with observations, explanations and descriptions;
- Let and encourage students to ask for help; and
- Keep all students occupied, asking them to account for the way in which they use their time.

Organising the activity/class

- Most teachers had the experience of an activity or class that "can barely work". Organising the lecture is important for all students, but especially for those with SEN. As possibilities allow, **reduce interruptions,** intrusions from outside the class, for instance, notes from administration staff.

Organising the activity/class

- Ensure that all materials are available before beginning an activity.
- Ensure that all materials are appropriate to the level of abilities of the students involved in differentiated activities.
- Establish clear limits between activities and between one lecture and another.

Organising the activity/class

- Use transition activities (psychological breaks) to mark passing on to another type of activity.
- Intervene discreetly, on the first occasion in which a student or group starts to show an inappropriate behaviour, do not let the situation get worse!

Organising the activity/class

- Do not confront a student directly in public; you can solve a situation better aside one to one.
- One of the most important and difficult aspects of organising a schedule for students is that of setting tasks.
- This process is necessary when one works with a student with SEN.

Learning activities (structure, form)

- Strengthening essential, basic concepts of a lecture;
- Enhanced attention will be given to **creating connections between theoretical knowledge and practice**, highlighting practical implications in the day to day life of those taught;
- More repetition and practice for strengthening during didactic activity or outside it;
- Segmentation of the content that is to be taught into smaller parts, in a logical succession of thought operations;

Learning activities (structure, form)

- Using appropriate language at the level of linguistic development of a student;
- Using images for capturing attention, stimulating a discussion, thus encouraging the development of imagination and creativity;
- Using differentiated work cards, either individually or with groups of similar abilities;
- Introducing only a small number of unknown terms in a single lecture;

Learning activities (structure, form)

- Re-teaching the content in another form depending on the type of intelligence, either more developed or using different means of presentation according to a student's capacities of perception;
- Using online materials in the free time for strengthening with the help of a tutor;
- Using appropriate educational software, during or outside a lecture;

Learning activities (structure, form)

- Learning activities will be designed so to facilitate the collaboration among students and mutual support;
- Designed learning activities will allow for active involvement of students, and will stimulate the development of self-regulated learning and of metacognition;

Learning activities (structure, form)

- Sequences of mindfulness will be introduced in the didactic activity;
- Using multiple presentation methods: audio recordings, books, articles, films, drawings, experiencing, discussions, interviews, digital tools, and e-learning;

Learning activities (structure, form)

- Using teaching-learning methods focused on the teacher to acquire declarative knowledge and abilities;
- Using teaching-learning methods focused on students to explore a subject or solve a problem; and
- Prioritise class organisation: individually, in small groups, and face to face for short sequences;

Assessment activities

- The assessment activity has to be correlated with students' possibilities of learning-minimum criteria;
- Assessment activities should be often and varied to highlight students' progress;
- Assessment items of all types should be used (objective, semi-objective, and subjective);
- Using modern alternative and complementary assessment methods;

Assessment activities

- Giving appropriate work time, usually longer than that considered typical for other students and, individualised for the abilities of each student;
- Giving corrective or supporting feed-back in real time, so that the rectification activities supplement particular needs in the short term;
- Direct observation of students (authentic and contextualised) and writing down data on progress cards;

Assessment activities

- Using an individual portfolio as it allows not only good monitoring but also stimulates the development of a student's capacities of self-report, self-reflection, and self-challenge;
- Oral/Audio assessment as an alternative for those with motor or visual disabilities;
- Dictating answers where there is no an alternative to change the type of assessment;
- Assessment assisted by computers;

Assessment activities

- Accepting homework in electronic form shows not only a propensity to supporting a student with SEND, but also the effort of the member of the teaching staff to fluently use information and access technologies;
- Tests should be written in upper case with spacing between lines;

Assessment activities

- The length of a test or of homework has to be limited so as not to cause fatigue and not to focus on what a student does not know or cannot do;
- A teacher needs to ensure that the requirement or tasks to be solved are understood;

Assessment activities

- A teacher has the duty to offer guidance in carrying out projects;
- A member of the teaching staff should correct with mildness, and should not exhibit a relationship of asymmetrical power, which can be traumatising, and she/ he should encourage the student;
- A teacher should correct the content, not the general aspect of a work of a student with SEND;

Assessment activities

- When necessary, depending on the discipline of study for which assessment takes place, a teacher should correct by using two colours, one for content and the other for orthography;
- As far as possible, giving a mark to the work of a student with SEND should be made in her/his presence, making observations on a calm tone, explaining omissions, substitutions or errors;

Assessment activities

- In evaluating a student with SEND, his/her progress should be highlighted;
- It should be explained to students that an error is an indicator of aspects that can be improved;
- As far as possible, team assessment should be used, either with co-evaluators or with the results of a group of students; and
- Students will receive samples, and examples of tests to practise prior to testing.

- In what follows, we will illustrate, for some of the most frequent categories with SEN, a few **desirable behaviours** for a member of teaching staff in relation with a student with SEN.

HOW DO YOU TEACH A STUDENT WITH ATTENTION DEFICIT?

- Look at him and stay as close to him as possible;
- Divide the content into smaller fragments;
- Use visual elements;
- At the beginning of a course, give students cards with key terms and basic concepts;
- Allow him/her to move, to bring pencils etc.;

HOW DO YOU TEACH A STUDENT WITH ATTENTION DEFICIT?

- Use capital letters, do not introduce supplementary photos that are not related to the course;
- Underline key words;
- Frame texts in rectangles;
- Give instructions for each step; and
- Use a reward system to teach the student with hyperactivity not to interrupt you.

HOW DO YOU TEACH A STUDENT WITH VISUAL IMPAIRMENT?

- Call them by their names, this allows a student with visual impairment to know to whom you are talking;
- Write in black on a white surface for a better contrast;
- Cards need to have bigger characters, line spacing, clear lines;

HOW DO YOU TEACH A STUDENT WITH VISUAL IMPAIRMENT?

- Using a computer;
- Give the student time to write, and to read;
- Allow him/her to record the lecture;
- Dictate while writing on the blackboard;
- Auditory materials;
- Illustrate, explain all new terms, teach basic notions; and
- Encourage the student to use any necessary support.

HOW DO YOU TEACH A STUDENT WITH HEARING IMPAIRMENT?

- Make sure that the student pays attention to you before starting to speak, otherwise he/she might not be capable to follow the instructions;
- When you talk to the class, do it in a clear manner and a normal rhythm. If you talk too quietly, they will find it more difficult to understand you;
- Do not scream, because screaming will alter lip movement, and in case of students with hearing aids, strong noises coming unexpectedly can be painful or shocking;

HOW DO YOU TEACH A STUDENT WITH HEARING IMPAIRMENT?

- Ensure your face is uncovered;
- Use natural gestures in supporting words;
- Use short sentences;
- Explain all new terms, simple words, only basic notions;
- Illustrate;
- Do not speak while you write on the blackboard;
- Use visual materials, mental maps, boards;
- Explanations in the form of images;
- Using a computer; and
- If you talk and move a lot, this could be tiresome for a student with hearing impairment (Chick, 2007).

Teacher self-awareness and understanding of inclusive teaching

- „Inclusive learning and teaching in higher education **refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning** that is meaningful, relevant and accessible to all.
- It embraces a view of the individual and individual differences as the source of diversity that can enrich the lives and learning of others" (Hockings, 2010, p.1).

Teacher self-awareness and understanding of inclusive teaching

„Gale and Mills (2013) identify three dimensions of pedagogy— **belief, design and action**—and propose three principles that underpin an inclusive pedagogy:

- the belief that all students offer value to the learning environment,
- the design of a pedagogy that values difference, and
- actions that work with students rather than impose predetermined actions upon them " (Hitch, Macfarlane, & Nihill, 2015, p. 137).

Teacher self-awareness and understanding of inclusive teaching

- Initiation and sustaining an inclusive pedagogy should be reflected in **institutional policies, procedures, activities and strategic planning.** Otherwise, the organizational culture and practice will not change.

Teacher self-awareness and understanding of inclusive teaching

"The important issue is for all university teachers to be aware of the **values and attitudes, hopes, expectations** and even **stereotypes** that they bring to the teaching and learning context.

This includes an **awareness of the cultural basis of pedagogy**, because students may not always understand" the teaching process in the way is intended (Hunt & Chalmers, 2012, p.184).

Teacher self-awareness and understanding of inclusive teaching

Teachers self awareness is an important first step in inclusive teaching.
Reflecting on their own behavioural, procedural and substantive values, gives the university teachers the opportunity to understand the level of their inclusive teaching.

Teacher self-awareness and understanding of inclusive teaching

- *Behavioural values* refer to university cultures and agreed ways of behaving in university learning environments.
- Students are or are not required to attend, assignments and marking criteria will or will not be negotiated and dialogue will be conducted in an evidence – based manner and with intellectual respect for everyone's contribution.

Teacher self-awareness and understanding of inclusive teaching

- *Procedural values* refer to ways of thinking that are central to disciplines.
- Scientific methods and rigour might be central to many disciplines, while critique or creativity feature in others.

Teacher self-awareness and understanding of inclusive teaching

- Substantive values are those to which individual teachers and students adhere as a consequence of being raised in particular regions or cultural, religious or political systems.

- If we conceptualize **diversity as a resource that can enrich learning**, not as a problem to be fixed, we will increase our awareness and understanding of different perspectives.

To create an inclusive learning environment, university teachers can focus on:

- **Improving students' transition to academic skills and discourse** (orientation programs, academic skills support including workshops, individual and peer support – both face to face and online, collaboration with support services)

To create an inclusive learning environment, university teachers can focus on:

- Designing a flexible curriculum (opportunities for students to study at their own pace – blended learning, learning material online and in advance; diversity of teaching and learning strategies - laboratory, practicum, face to face, online forum, field work, etc.)

To create an inclusive learning environment, university teachers can focus on:

- Enhancing students' social engagement (learning is a social experience – engage in university culture, create meaningful connections between students and university's employees)

- Inclusive planning (with respect to cultural differences, religious calendar, family commitments, disability issues, alternative learning activities for those who cannot follow the majority)

To create an inclusive learning environment, university teachers can focus on:

- Inclusive language (labelling, stereotyping characteristics to groups that cement expectations has to be avoided)
- Inclusive assessment (*validity* – measuring exactly what we're trying to measure, *reability* – fairness, eliminating subjective judgements, *transparency* – students will be informed about the evaluation criteria, *authenticity* – connection with the world outside universities, *inclusivity* – responding to particular needs).

FINAL TEST

- If the audience had people with special needs, what was wrong and what was adequate in the presentation?

possible answers
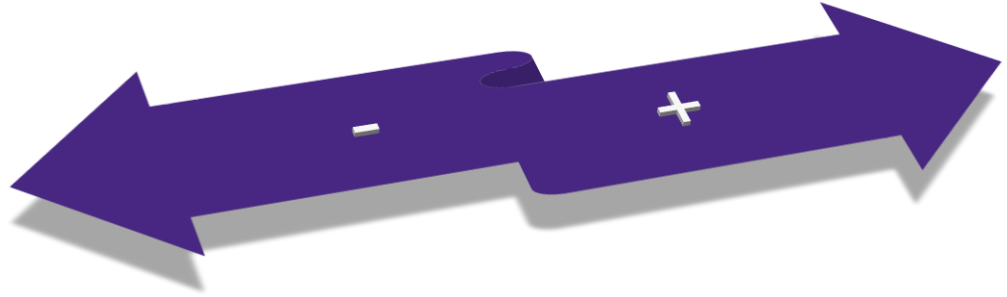
- ➤ Overloading
- ➤ The materials weren't available before beginning the activity

- ➤ White background
- ➤ Visual elements
- ➤ Underlined key words
- ➤ Repeating more complex messages

REFLECTION

SEN support in further education colleges

In cases where a young person (aged 16+) studying at a further education college is judged by the college to require SEN support, staff discuss the student's ambitions with him/her, along with the nature of the support to be put in place, the expected impact on progress, and a date for reviewing the support.

In such cases, SEN support might include:

- assistive technology
- personal care (or access to it)
- specialist tuition
- note-takers
- interpreters
- one-to-one and small group learning support
- independent living training
- accessible information such as symbol-based materials
- access to therapies such as speech and language therapy.

https://eacea.ec.europa.eu/national-policies/eurydice/content/special-education-needs-provision-within-mainstream-education-77_en

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GROUP ACTIVITY

- Analysis of concrete situations of communication and interaction in higher education that can lead to integration / inclusion / exclusion / marginalization etc.

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Vă mulțumesc!

Thank you! Danke!
Rahmat! Ташаккур!
Рахмет! Ευχαριστώ!

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