

INCLUSIVE TEACHING

Contents

The Little Pronouns "You"
and "We": Inclusive or exclusive

[Pg 04-05]

Inclusive Teaching: No Student
Deserves Exclusion

[Pg 06-08]

Equity is Every University's Business:
Inclusive Practices to the Fore

[Pg 09-11]

Facilitating Effective Learning
through Inclusive Pedagogy

[Pg 12-15]

Minimal Guidance Instruction in
Inclusive Teaching Environments:
An Example from a Final Year Project
Course at FACA

[Pg 16-19]

What I did in Basic Helping Skills Course
in Promoting Inclusive Teaching

[Pg 20-23]

Sharing Thoughts on Embracing Inclusive
Setting at an Early Childcare Centre

[Pg 24-27]

Inclusion and Inclusive Teaching:
Where Do We Begin?

[Pg 28-30]

Research towards Inclusive Practice in
International Teacher Education

[Pg 31-35]

Opportunity to Learn to Teach Inclusively
in Higher Education: An Open Access
Module for HE Staff

[Pg 36-39]

01

02

03

04

05

06

07

08

09

10

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I wish to welcome all readers to this volume of INSIGHT. The theme of this volume is **Inclusive Teaching**. It is common knowledge today that students in higher education institutions bring a broad range of unique experiences and backgrounds to the classroom and they have a continuum of learning styles and preferences. They may also have numerous visible and invisible differences, including, but not limited to religious practices, cultural and linguistic diversity, health and medical conditions, physical disabilities, age, and gender. Inclusive Teaching is a shift away from 'making adjustments' to meet individual student needs, towards adopting a universal approach to teaching that embraces as many forms of difference as possible. This issue of INSIGHT hopes to provoke discussions through a sharing of experiences on **Inclusive Teaching**, in hopes that instructional strategies at higher education will increasingly become more inclusive.



This theme is progressively becoming an important issue to consider in the Malaysian higher education learning environment. The National Higher Education Strategic Plan (NHESP) emphasised the government's effort to achieve Vision 2020 through producing human capital that are able to face developmental challenges in a knowledge- and innovation-based economy. The desired human capital should be knowledgeable, skilful and possess a superior personality. The NHESP has seven thrusts, consisting of (1) Widening of Access and Increasing Equity, (2) Improving the Quality of Teaching and Learning, (3) Enhancing Research and Innovation, (4) Empowering the Institutions of Higher Education, (5) Intensifying Internationalisation, (6) Enculturation of Lifelong Learning, and (7) Reinforcing Delivery Systems of MOHE. With the NHESP, Inclusive Teaching will be an important consideration as the student and academia landscape become increasingly diverse through, among others, the widening of access to higher education, internalisation and mobility of students and academia, lifelong learning, enhancing quality of teaching and learning, and enculturing research and innovation culture.

Likewise, as UNIMAS continues to strive for excellence in quality teaching, and to nurture outstanding graduates, Inclusive Teaching is indeed a crucial factor. UNIMAS is witnessing a large increase in student population over the last few years. In the span of twenty years, its population grew from a mere 188 students in 1993 to almost fifteen thousand students today. The campus population has also increasingly become diverse. There has also been a significant number of international students intake, making campus life more culturally mixed. It has become necessary to channel effort towards Inclusive Teaching to ensure learning in UNIMAS a meaningful and beneficial experience for all students.

This volume of INSIGHT features nine articles contributed by lecturers from the Faculty of Economics & Business, Faculty of Applied and Creative Arts, Faculty of Medicine and Health Sciences, Faculty of Cognitive Sciences and Human Development, Centre for Language Studies, and Centre for Applied Learning & Multimedia and a special article by a lecturer at the University of Otago, New Zealand.

The first article, "The little pronouns "you" and "we": Inclusive or exclusive?", presents findings of an exploratory empirical study that looks at UNIMAS lecturers use of personal pronouns and their role in constructing notions of

inclusiveness and exclusiveness. The findings of this study generally indicated that lecturers in UNIMAS have already shown a pattern to use inclusivity in their lectures. The next five articles "Inclusive Teaching: No Student Deserves Exclusion", "Equity is Every University's Business: Inclusive Practices to the Fore", "Facilitating Effective Learning through Inclusive Pedagogy", "Minimal Guidance Instruction in Inclusive Teaching Environments: An Example from a Final Year Project Course at FACA", and "What I did in Basic Helping Skills Course in Promoting Inclusive Teaching" discuss Inclusive Teaching practices in Higher Education based on literature and authors' personal experiences. The seventh article "Embracing Inclusive Setting at an Early Childcare Centre" discusses how TASKA UNIMAS strives to achieve Inclusive Teaching in its daily operations. TASKA UNIMAS will become a reality in the very near future. In line with its aims to cater to all children of UNIMAS staff, TASKA UNIMAS is poised to embrace the practices of Inclusiveness in its operation. The eighth article "Inclusion and Inclusive Teaching: Where Do We Begin?" presents personal experiences with the education environment in the United States, and it provides a refreshing look on Inclusive Teaching practices from the developed country perspective. The ninth article "Research toward Inclusive Practice in International Teacher Education" explores the experiences of a lecturer at the College of Education, University of Otago, New Zealand, in enhancing Inclusive Teaching to a group of Malaysian pre-service teachers who enrolled in a collaborative teacher education degree programme. The final article is titled "Opportunity to Learn to Teach Inclusively in Higher Education: An Open Access Module for HE Staff". This article presents ideas about a free Open Educational Resource for professional development on Inclusive Teaching in Higher Education.

Lastly, I wish to thank all contributors to this issue of INSIGHT. I hope that this issue of INSIGHT will serve as useful reading and reference for all lecturers at UNIMAS, as we continue to strive to ensure our students have meaningful and successful learning experiences. The next issue of INSIGHT (Vol 20) will focus on **Fostering Innovation and Leadership in Teaching**. We wish to invite you to discuss issues related to how lecturers can investigate their own teaching using relevant methods and resources, and consequently use the findings to further develop themselves as competent university teachers who are able to align and develop classroom practice with relevant Higher Education research. It will also look at possible ways for the university to recognise, acknowledge and reward excellence in Teaching. Your articles may take the form of a summary of research output, an anecdotal account of personal experience in the classroom, or a critical analysis of certain topics or issues related to the theme.

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The Little Pronouns “You” and “We”: Inclusive or Exclusive?

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Discussions on Inclusive Education often revolve around policy and pedagogical matters. However, the very words from the mouths of lecturers and staff of the university may speak volumes on the inclusiveness of the university and construct the reality of inclusion versus exclusion – sometimes irrespective of policy statements. This article draws attention to the personal pronouns and their role in constructing notions of inclusiveness and exclusiveness in lecturer speak.

The ideas are drawn from empirical data collected from 47 lecture introductions given by lecturers in a variety of disciplines in Universiti Malaysia Sarawak. The corpus consisted of 37,373 words amounting to 860 minutes. In the analysis, only the subjective form of personal pronouns (I, you, we, and he/she) were coded following the framework used by Rounds (1985, 1987a, 1987b) who pioneered research in this area. The objective and possessive forms of the pronouns (e.g., me, my, us, our, your, our) were not coded as they account for only 10% of the total number of personal pronouns in similar studies (see Webber, 2005). The analysis yielded 2170 personal pronouns.

Pronouns	Frequency	Percentage
You-audience	851	39.2
You-generalised	267	12.3
I	537	24.8
We-inclusive	311	14.3
We-exclusive	204	9.4
Total	2170	100.0

Table 1. Frequency of personal pronouns in lecture introductions

The results showed that “you” was the most commonly used pronoun ($n=1118$) and the frequencies of “I” and “we” are similar (537 and 515 respectively) (see Table 1). The singular first person pronoun (I) is generally used by lecturers to refer to themselves when they talk about personal experiences and when they express their views of students’ work (e.g., I am satisfied with your assignment). The use of “I” is an assertion of the lecturer as an authority figure in the lecture setting.

When lecturers use “you” in their lecture introductions, it personalises their talk. For example, lecturers may say “You have to work as a team” and “... when you consider the specific or the special HRM for retailing, how do you manage your employees?” The former is an example of how you-audience is used to establish rapport with the students and to engage students in the lecture. The latter is an example of you-generalised which does not refer to a particular student or even the class of students but it serves to personalise an explanation of the content. In this study, the lecturers used

you-audience three times more frequently than you-generalised. The relative frequency does not matter in the context of the role of pronouns in sending messages of inclusion/exclusion because whenever “you” is used, it personalises an otherwise formal academic speech event.

However, the use of “we” carries meaning of inclusion or exclusion. Table 1 shows that the lecturers in this study used we-inclusive more frequently than we-exclusive. We-inclusive includes the listeners or the students in this case. We-inclusive constitutes three referents of “we”: “You and I”, “I” and “you”. Examples are as follows:

- What were we talking about last week? (“we” for both lecturer and students)
- We proceed to the next slide. (“we” for lecturer)
- In the last two weeks we learned about traditional way of transferring images unto fabric, which is what technique? (“we” for student)

These uses of “we” are inclusive because the lecturers presented themselves as belonging to the same group as their students, that is, as participants of the course – even though it is the students who are learning or studying something. The use of we-inclusive downplays the status difference between the one who is teaching the subject and the ones who are learning it. By reducing the distance in the lecturer-student relationship, solidarity with students is achieved.

In contrast, we-exclusive excludes the addressee from the talk. In other words, messages of exclusion could be conveyed through the use of “we” to refer to the indefinite one or to “they and I”, that is, the groups the lecturers belong to. Examples of we-exclusive are as follows:

- We call that calibration line. (“we” for “one”)
- In the old days, we came very early (“we” for the lecturer and friends)

In this study, the lecturers seldom presented themselves as belonging to research communities or even professional groups such as engineers, accountants, statisticians and scientists through the use of the “exclusive-we”. These roles were in the background and were hardly alluded to. In the foreground was the role as joint participants with the students in the course. In fact, there were only 10 uses of we-exclusive for “they and I”. This shows that the lecturers did not send messages of exclusion using the we-exclusive. Their choice of “we” over the indefinite “one” is also indicative of an attempt to include students in the technical explanation of a complex subject matter. The results point towards the inclusive talk of the lecturers in lectures.

Elsewhere, Demosthenous (2012) has also investigated the use of “we” in the talk of Aboriginal and Torres Strait Islander students when they relate their experiences of everyday university life, and she found that “we” is a powerful resource for understanding issues of inclusion/exclusion for this segment of the Australian society.

To conclude, the little words such as “you”, “I” and “we” in everyday talk can give away our stance towards our addressees, and signal very clearly whether we are with them or not with them. The little pronouns speak louder than many other words used to couch the hidden stance. The good news is: The lecturers in this study were very inclusive towards their students despite their higher status as the authority in the lecture setting.

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Inclusive Teaching : No Student Deserves Exclusion

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Inclusive teaching focuses on inclusion of everyone who is willing to learn and be part of the learning experience; moreover, not a single person is excluded from getting the opportunity to learn regardless of their invisible disabilities. In this teaching style, all learners are included and engaged in the curriculum in the classroom environment or activities that they have been asked to perform. Inclusive teaching does not in any way discriminate learners based on different backgrounds, cultures, social values, beliefs, religious rituals, physical and intellectual impairments, or other incapacities. Students enter tertiary education institutions with a personal baggage of previously acquired knowledge, learned experiences, behaviors, cultural attributes, social values, beliefs, and attitudes that either motivates them to learn more or to choose not to engage in the learning activity all together. Teachers who use inclusive teaching have an enormously challenging task on hand because a significant range of different teaching techniques must be utilized through inclusive teaching due to the fact that all students have different learning needs which may require different methods to be used to meet them. For instance, educational psychology states that, motivation, in most part, is divided into two distinct types; internal (intrinsic) and external (extrinsic) motivation.

Inclusive teaching is particularly more important for people with disabilities who have been discriminated and excluded for centuries from becoming a part of a broad range of learning experiences (i.e. education, work, sports). Although some progress has been made over the years in terms of providing access to buildings for disabled people; however, still a great majority of educational facilities do not even have elevators or wheelchair ramps. Most of the insignificant progress past several decades has been made in advanced nations and unfortunately disabled people are considered pretty much nonexistent in developing or poor countries. I never forget a picture that I had seen some time ago, which was about having a strong will to overcome obstacles; in the picture, there was a young male student in a wheelchair who was desperately trying to get to his classroom everyday but instead he just kept staring at a

very tall concrete stairway that was standing between him and his classroom; the picture said, "one stair at a time," but looking at it I knew that he was never going to make it to his classroom unless he was carried by people to the top of the stairs. If inclusive teaching is more popularly utilized, maybe then more elevators and ramps would be put into buildings to allow people with disabilities to meet their educational needs to have dignified, meaningful lives. Inclusive teaching strategies will ignore physical and mental disabilities along with other invisible barriers to avoid failure of learning.

Inclusive teaching is more dynamic rather than stagnant, which revolves around the learning needs of students which change constantly and it evolves as the needs change and new ones become available. Therefore, teachers using this technique must recognize that all students go through the learning experience differently and each student processes the new knowledge in a very unique way which may require teachers to modify or make changes to existing curriculums, create new relevant instructions, and develop interesting exercises and games more conducive to learning. Differentiation is critically important in inclusive teaching where teaching materials, styles, and methods must be differentiated from one group to another in order to foster better learning, meaning that not exact tools are used for a wide range of learners since the learning needs are argued to be noticeably dissimilar. Differentiation can be achieved in three different ways; 1) Teachers can make changes to the content or modify it for variety of students; 2) sometimes content may be left unchanged but teachers may have to use a different approach, process, or method to deliver the same information in a different format so that students can understand better; 3) Lastly, the final product may be differentiated (i.e. goals, assessment, grading, learning outcomes). Inclusive teaching requires a great deal of patience, good communication skills, and flexibility on the part of teachers in order to successfully deal with pressures, challenges, and constraints arising from people with learning disabilities.

Inclusive teaching pays a great deal of attention to motivation factors which largely vary among students due to the fact that motivation is an internally (intrinsic) or externally (extrinsic) generated force that enables a person to act or get involved in an activity. Thus, teachers need to understand that teaching methods must be differentiated to meet the learning needs of intrinsic and extrinsic learners. Educational psychology states that, motivation, in most part, is divided into two distinct types; internal (intrinsic) and external (extrinsic) motivation. The source of intrinsic motivation comes from within the person who feels no pressure from outside; however, extrinsic motivation relies more on the external environment than how a person feels towards a particular task or activity that needs to be performed. Terrel Howard Bell, the Secretary of Education in the Cabinet of President Ronald Reagan, once said; "There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation." Students and lecturers with intrinsic attributes like autonomy and they enjoy being in control of their own destiny and they believe possessing the necessary skills that will effectively get them to the planned, desired, or targeted outcome. Extrinsic motivation, on the contrary of intrinsic, is more result oriented and driven by external factors; and according to Lai (2011), it is governed by reinforcement contingencies. The performance of an activity and the attainment of goals are more important than the actual feelings of participants. Competition, monetary rewards and fear of punishment are more obvious components of extrinsic motivation.

Inclusive teaching sometimes alternates between student-centered learning/teaching (SCL) and teacher-centered learning/teaching (TCL) paradigms; also, it is referred to as lecturer-centered learning (LCL) in tertiary education environment. In student-centred learning, instead of being told what to do by their lecturers and often given a set of instructions to follow, students are directly and actively involved discovering new knowledge through experience where they often have to collaborate, cooperate, compete (at times), and share information with other fellow students. Although this style of learning could be considered challenging by some students (because SCL encourages students to use their imagination and full capacity to be creative, and sometimes it forces them to think outside the box), various research papers on the topic show that most students however prefer this type of learning anyway because they say that they feel flexibility and empowerment to develop their current knowledge to invent new and better ways. This is not saying by any means that the students in SCL are totally left on their own to achieve learning by themselves; lecturers still play an important role as a coach/facilitator to make sure that the students are organized and grouped well to work together cohesively. However, probably the most challenging role of lecturers in SCL is to develop creative ways to evaluate the learning outcome with the involvement of the students. The most positive part of this teaching and learning style is that lecturers and students learn, develop, and discover together as part of the same team.

Inclusive teaching demands certain "soft skills" from teachers, instructors, and lecturers with the purpose of enabling learners to achieve their full potential. Some of

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the critical soft skills include but not limited to being; flexible and adaptable, good managers of time, problem solvers, able to work well under pressure, and accept and learn from constructive feedback; in addition, teachers need to be good team players and leaders. Steven Covey once said, "Seek first to understand, and then to be understood." Communication in general, but more importantly in diverse teaching environments, comes even before any motivation related work can start because effective communication is the key to motivating others. As Albert Einstein said it perfectly, "We cannot solve our problems with the same level of thinking that created them," so it means that we have to think differently and analyze the needs of those who we want to motivate effectively. Teaching in diversity requires perfect understanding of various cultures which may be significantly different than those of foreign teachers or local teachers having foreign students who come from a wide range of disparate backgrounds. Understanding of students' cultures will enable teachers to establish communication with them that will be respected and accepted by the students who will in turn be eager to communicate with their teachers. Most communication barriers today arise out of misunderstanding or not understanding cultural differences at all. Teachers with ethnocentrism (*those who think their own cultures are superior to others*) will eliminate any chances of communication in other cultures where students will be demotivated to take part in the learning experience.

Inclusive teaching is more demanding than any other type of teaching because all learners regardless of their physical and mental incapacities are included here which may produce some unique challenges that some lecturers are unprepared to face. Teachers are irrefutably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs (Bishay, 1996). Sylvia and Hutchinson (1985) claim that university lecturers are more motivated through intrinsic elements such as freedom of choice, being in control of their destiny and having autonomy which in turn fosters creativity, better performance and a higher degree of job satisfaction. Greenwood and Soars (1973) believe that teachers feel positive about their job and

they are more motivated when students engage in more classroom discussions which lead to other important higher order of needs (social relations, esteem, and actualization). Rothman (1981) suggests that teachers who are satisfied with their teaching performance are better recognized by their students who see them more as role models than just teachers.

Inclusive teaching is not "one fits all" teaching method; on the contrary, it is customized according to the wide range of special needs of different learners. Bonwell and Eison (1991) argue that the use of active learning techniques in the classroom is vital because of their powerful impact on students' learning. Chickering and Gamson's research (as cited in Bonwell, & Eison, 1991) suggested that students must do more than just

listen: They must read, write, discuss, or be engaged in problem solving. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Being a good team player or a team leader is one of the "soft skills" which companies ask job applicants during the interview. Therefore, teachers can engage students in the collaborative learning to teach them about teamwork. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product (Bruffee, 1984). I consider this type of teaching and learning like working in a team in a collaborative effort to accomplish whatever task is assigned to the team. Talking among group

members is highly encouraged here because it is truly believed in this style of teaching that meaningful discussions between members of the group actually produce solutions and as a result learning occurs more naturally.

Inclusive teaching responds to each student's unique and special learning needs; and by doing that, it increases each student's chances of participation in the whole learning experience which will hopefully lead to success in life. Inclusion of students with disabilities in the education system requires a number of ad hoc changes in the following areas; first and most importantly various equipment must be made available to ensure access to buildings and classrooms; then students may need additional aid devices for their impairments (i.e. visual, hearing, speaking, and others). In inclusive teaching, everything that is part of the whole teaching process has to be planned carefully with teachers paying great attention to the design of lectures and use of course materials in order to avoid any adverse effects to students with disabilities. Inclusive teaching is required by law in developed nations (i.e. American Disabilities Act (ADA) in the U.S.) and similar laws may also exist in

other countries on the paper but usually the enforcement of the law is lagging behind in less developed regions of the world. We, educators, can certainly make the world a better place by making education inclusive and readily available to everyone.

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Equity is Every University's Business:

Inclusive Practices to the Fore

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When I was in Universiti Malaya back in 1977, my roommate, Khatijah, was a law student from Penang. There was a beautiful picture of the Holy Ka'aba with fascinating Khat writings on her wall. As she was an auditory learner, there were rows of neatly-labelled cassette tapes of her recordings of lectures which she would play back at nights using her earphones. As I learn best through images, the walls on my side of the room was pasted with mind maps or illustrations of the lectures of the week and she did not complain when the most important content to remember was pasted behind the door, below the common-use mirror. A first-time visitor to our room would often see a neat half to a dishevelled other. She told me that she had explained to her friend that amidst the disorder, there was order for Ong.

I would bring back some tidbits from Melaka for her and she likewise would bring my favourite – preserved nutmegs – from Penang. When I was sick, she would bring food from the college's kitchen using my meal coupon and I would likewise do it for her. As she faced the *kiblat* during her prayers, we had moved the furniture for the space. If there were any visitors, we would be very quiet or leave the room during prayer times. Once, a father of a good friend was seriously sick in a hospital. A few friends met in my room and we held hands to pray for his healing and recovery. Khatijah joined in the circle to pray with us. I studied late into the night while Khatijah was an early sleeper and waker. We had no use for table lamps as we would just cover our eyes with small pillows when the lights were on.

"Education for All" (EFA) policy, emphasises that the overall goal of inclusive education is to ensure that school (and university) is a place where all children (and students) participate and are treated equally."



Through Khatijah, I joined the volunteer group as readers for law students with visual impairments. Once a week for two hours, I would go to an assigned carrel in the library to meet up with the student who would tell me what pages to read. Some of these students would relate how they had fallen into drains while walking around the campus. I learned that the university has improved remarkably on its accessibility provisions for students with disabilities since then.



I applaud these early attempts of the university to uphold inclusive practices where students of different races were given opportunities to learn and show sensitivity to one another's culture and religious practices through sharing rooms, and where students of different abilities were able to realise their potential professionally.

Inclusive practices in the universities



<http://www.inclusionflagship.net/first.asp>

UNESCO, advocating for an 'Education for All' (EFA) policy, emphasises that the overall goal of inclusive education is to ensure that school (and university) is a place where all children (and students) participate and are treated equally. Inclusive education is an approach that looks into how to transform the education system in order to respond to the diversity of learners. Strengthening links with the community is vital, where relationships between teachers, students, parents, and society at large are crucial for developing inclusive learning environments (UNESCO, 2010). An inclusive education stands on four principles, termed the four pillars of education: *learning to know*, *learning to do*, *learning to be* and *learning to live together* (Delors, 1996), founded on the values of democracy, tolerance and respect for difference (UNESCO, 2010). One of the main avenues to promote and uphold diversity is the education sector. Hence, reports of school principals in Johor and Kedah making derogatory, offensive, insensitive and racist remarks about students of different ethnic groups (see websites marked*), and of a senior assistant in Kuching, Sarawak, who had caned

a ten year old boy for bringing and eating non-halal food in the school on October 2010 (Fernandez, 2010) illustrate the fragility of a multi-ethnic society like Malaysia, and the importance of inclusive education.

A university is the highest and last echelon of academic learning. Their managers, administrators and lecturers ought to embrace the spirit of the Universal Declaration of Human Rights where recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the country and world (United Nations, 2013). As such, the policies for inclusion of students of different (a) ethnic backgrounds, (b) abilities, (c) gender, and (d) geographical origin ought to be looked into.

(a) Inclusion of students of different ethnic backgrounds

Admission into universities cannot be predominantly of a single ethnic group with token representations of other ethnic groups so as to provide opportunities for co-interaction and understanding. There ought to be opportunities for eligible *Orang Asli* and natives of Sabah and Sarawak to further their studies in our universities. Activities – academic and co-curricular – ought to be platforms for inter-ethnic mingling. One example is to celebrate the festivals of the different ethnic groups.

(b) Inclusion of students with different abilities

313/685 people with disabilities (PWDs) or 1% of the total population of Malaysia were registered with the Department of Social Welfare in 2011 and it is known that this number is far less than the actual number of PWDs (BERNAMA, 2011). An unpublished research report as part of their academic course requirements by Year 2 medical students, UNIMAS revealed that only 0.18% of the total number of undergraduates in eleven universities in the country have disabilities of some sort (Hon et al., 2012). Out of 10 000 students, there are only 18 students with disabilities (SWDs). This goes on to show that many SWDs do not have the

opportunity to pursue their higher education in universities.

Out of the 205 SWDs, 44.4% have visual disabilities, 39% physical disabilities, 6.8% auditory disabilities, 2% learning disabilities, 0.5% speech disabilities with the remaining other types of disabilities including mental problems. Clearly, many young people with learning and speech disabilities are under-represented among the student population.

In addition to admission policies, disability-friendly environments or universal design for physical, academic and social aspects have to be put in place to allow SWDs to thrive in their academic pursuits.

(c) Inclusion of students of different gender

It is good that all the universities in the country open their doors to both males and females, although females tend to be over-represented in many universities for the past few years.

(d) Inclusion of students of different geographical origin

Again, it is good that all universities admit students from different states. Malaysia has 14 states and there ought to be representations of their student populations from these different states. Activities to celebrate the cultural products of these states, like food, dances and others, can be held to foster awareness and understanding.

Conclusion

Inclusive practices are in line with the New Economic Model (NEM) for Malaysia launched in 2010, which aims to advance the rakyat's quality of life through the three-pronged goals of high income, inclusiveness and sustainability (National Economic Advisory Council, 2010; pp.24-25). Inclusiveness as the second goal and a key part of the NEM is said to be a prerequisite for fostering a sense of belonging.

What will be the quality of our life if the world has only one colour, say red, where everything and everywhere is red? There will be fewer opportunities

for development of professions like artists, designers, photographers and others. Surely, our lives will be less rich. However, with only three primary colours of red, green and blue, the world is bathed with an incredible range of secondary colours and their shades. What will be the quality of our life if the world has only one taste, say sweet, where every edible food is sweet? Surely again, our lives will be less rich and exciting. With only five primary tastes of sweet, salty, bitter, sour and umami, our culinary exploration is infinitely endless. Let me ask again, what will be the quality of our life if the world has only one musical note, say *doh*, where all music like the rippling brook, the nightingale's song, the hum of bee, raindrops on the zinc roof are all *doh* notes? No sane person can imagine the vast dreariness of life. However, with only seven primary notes in the solfa musical scale and changes in pitch and rhythm, our senses and souls are delighted with an infinite diversity of music and its genres – jazz, baroque, country, hip hop, rock, polka, blues, metal, reggae, pop (C-pop, J-pop, K-pop) and so forth.



Hence, not only inclusive practices in the universities ensure the right to education and realization of potential to all students, irrespective of who they are and where they come from, the blending of people from different backgrounds, abilities and characteristics infuses a rich diversity of experiences. These practices embrace and celebrate diversity and result in a healthy social environment that can reduce relational problems. In line with the NEM, an inclusive university (and school) education will warrant that no groups, whether ethnic, gender, disability or regional, will be marginalised. It will ensure that their essential needs will be satisfied, and an equal opportunity environment to develop their respective capabilities and pursue their aspirations. Through an inclusive education, these students will "live, work and study in localities free from crime, the indignity of discrimination, and the anxiety of need. Inclusiveness will enable all groups to contribute to and share

in the wealth of the country, and ensure that inequality or inequity does not worsen" (National Economic Advisory Council, 2010; pp.24-25). Above all, it will contribute towards fostering mutual respect for the right of every human being and group to have access to resources and the right environment to develop and live with dignity.

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.

-Margaret Mead

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Facilitating Effective Learning through Inclusive Pedagogy

Introduction

The relationship between teaching and learning is rather complicated. Although it is widely known that learning can take place without teaching, the fundamental tenet of good teaching is to facilitate learning (Cross, 1988; Kyriacou, 1997; Nilson, 2010). Thus, it is obligatory for lecturers to ensure that their teaching facilitates effective learning. Language Teaching is a specialized discipline which requires that teachers play a vital role in facilitating learning. It necessitates that teachers create conditions to promote language learning through their pedagogical practices (Verhelst, 2006). These conditions involve the need to ensure that students are provided with enriched language input, encouraged to interact to generate language output, and given feedback to their understanding of the input and production of output to enable them to participate in the social and cognitive processes of language learning (Ellis, 2005; Long, 1996; Lightbown & Spada, 1993). In a nutshell, language teachers should engage students in the learning process for meaningful learning to occur.



From the commencement of teaching and learning in UNIMAS in 1993 until semester 2 Session 2011-2012, the teaching and learning of English language courses at the Centre for Language Studies has been carried out via tutorial mode with a maximum of 30 students per class. However, in an attempt to address an increase in student intake and lack of classroom spaces on campus to hold small tutorial sessions, it was decided that all generic English language courses be delivered through mass lecture mode with a maximum of 200 students in a class. This change undoubtedly posed a real challenge for instructors to deliver effective language teaching and learning.

Despite the challenge, we remained determined to facilitate students' effective learning and in our endeavour to ensure effective learning, we embraced the notions of inclusive pedagogy.

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the Centre for Language Studies. This course is aimed at developing students' ability in reading and writing for academic purposes. Upon successful completion of the course, students should be able to skim and scan texts for information, read texts relevant to their fields of study, identify the organisational structure of different text types, identify and infer main and supporting ideas, select, cite, list references using the APA format, and write academic texts in three genres - information, explanation and discussion (Centre for Language Studies, 2012).

Inclusive Teaching

The term Inclusive Teaching emerged as an approach to promote respect and equity for a wide range of cultural groups (Warren, 2005). The focus in education is usually on addressing student differences in terms of age, gender, ethnic, culture, physical ability, language, and learning styles. In essence, the concept of inclusive teaching underpins student diversity. In addressing students' differences, literature on Inclusive Teaching also emphasizes the need to offer a variety of teaching and learning approaches which cater for a range of diversity in learning preferences (Haggis, 2006; Hockings, Brett, & Terentjevs, 2012).

In this article, we would like to share our effort in carrying out multiple teaching learning approaches to facilitate and enhance students' learning in the Academic Reading and Writing (ARW) course.

Course Description

Academic Reading and Writing Courses is a generic English course offered to students who have obtained Band 4 in the Malaysian University English Test (MUET) or passed the Preparatory English 2 course offered by

Inclusive Teaching Endeavour

The Academic Reading and Writing Course is taught via a two-hour mass lecture every week and small group consultations to assist students in writing tasks and assignments. These basic requirements were complemented with a multifaceted e-learning support system. The Online Morpheus support for the course was created to facilitate and enhance students' learning. It was aimed to actively engage the students in the learning process, enrich their learning experiences, and facilitate effective learning.

At the basic level, the course material for each learning unit was made available on the Morpheus site. Students were also provided a list of websites from which they would be able to catch up with what they had missed during schooldays and further improve their basic command of English language. The recommended sites were identified after assessing their content and monitoring their effectiveness over a number of years. Furthermore, additional online resources relevant to the learning units covered in class were also utilized through Morpheus to enhance students' learning. From time to time, announcements were sent out to students to update them with information related to the course. Among the announcement was the information

on Mendeley - an open access software which is useful for efficient citing and referencing. In addition to printed notes which students were strongly encouraged to bring to the mass lecture sessions for hands-on activities, we also accommodated students' preference to use Ipads and laptops. However, they were reminded that their use in class should be restricted to the learning activities of the ARW course.



In addition, we also utilized the various resources and activities available on the Morpheus and created conditions that promote and enhance students' learning. In our endeavour, we were fully aware of the need to ensure that we provided adequate attention and support to all our students despite the increase in class size. This aim led us to adopting the Wiki, Journal, Forum, and the Microsoft Word's Track Changes tool.

First, to support our students to collaborate asynchronously in their writing, we created a Wiki. The wiki was used for two main purposes. The first was to get students to work in groups of four and draft their Explanation essay. Feedback for improvement on their Wiki drafts were given before students met us in their assignment groups for personalised feedback during the face-to-face consultation. Wiki enabled group members who were from different faculties and having different time schedules to collaborate, and complete the draft without having to set appointments to meet as a group at a predetermined time and place. Also, since initial comments were already given to each group on their earlier draft through Wiki, the face-to-face consultation was more effective because we were able to provide our students focused feedback on content and technical elements related to the assignment. Besides that, the Wiki was also used to schedule the face-to-face consultation appointments between us and group members. The schedule provided on Wiki enabled all students to view the appointment slots and sign up for suitable consultation time with ease.

Besides Wiki, the Journal was made available as an alternative form of support for students to collaborate and draft their essay. From time to time, we also gave them pointers for improvement. Several groups were more comfortable in using Journal for drafting their assignments and receiving feedback from us before meeting face to face for a more detailed feedback on their improved drafts.

The Discussion Forum feature was also utilized in the course. Through the Forum, the students were able to attach their draft essays which were written in Microsoft Word. Merging the Discussion Forum with Microsoft word facilitated clear feedback as it allowed us to use the Track Changes tool to give comments and raise questions. It also enabled the students to restructure their writing according to the feedback provided

and for us to view the improvements made based on the given comments. Since the Forum was accessible to all students in the course, the feedback provided to the drafts submitted online was able to be viewed by all students. This flexibility encouraged them to learn not just from us, but also from the strengths of their peers in further improving their own writing.

The utilization of the online features available on Morpheus also presented the students with opportunities to combine their learning with the use of their favourite means of communication. For example, some students discussed and drafted their essays through Facebook before posting their agreed draft on Morpheus for feedback. In the process of collaborating with group members while completing the given tasks, mobile phones were popularly used by the students not only for communicating with each other but learning resources such as the dictionary and thesaurus functions were also extensively used. These millennial tech savvy students participated actively and became more engaged in the process of learning through the use of these preferred additional devices and managed their learning.

In further enhancing effective learning, we ensured meaningful facilitation by linking the online activities with face to face instruction. The important writing patterns identified in the Morpheus activities were discussed during mass lecture and face-to-face consultation. The online samples were shown to students during class to demonstrate how their writing could be further enhanced. While enabling continuity in the learning process, the link between the various online activities and face to face learning have indeed encouraged the students to reflect and make changes to their writing as evident in the submission of their subsequent drafts.

Besides engaging the students in the learning process through the multifaceted activities, students were required to upload their group's completed essay through Turnitin. Submission of the essays to the already existing database of previous students' essays enabled us to ascertain students' writing quality to detect plagiarism, recommend further action and uphold fairness by awarding valid and reliable marks.

Last but not the least, in order to discover student views on the usefulness of the effort made available through Morpheus support for the course, we carried out a survey using a set of questionnaire and semi-structured interview. The survey was carried out online using Google Forms and it was linked to our Morpheus site for easy access. The interview was carried out face-to-face with students during their preferred time. Preliminary analyses of the students' responses shows that the students benefitted from the multi faceted approach employed in the course. They described that the support enabled them to work as team more effectively and valued the application as resources that they would continue to use in future. Credit is also due to the on-going support and guidance provided to us by the e-Learning team at the Centre for Applied Learning and Multimedia (CALM). Their continuous assistance was a contributing factor towards making the students' learning more meaningful. Overall, our multifaceted teaching learning approach can be graphically presented as shown in Figure 1.

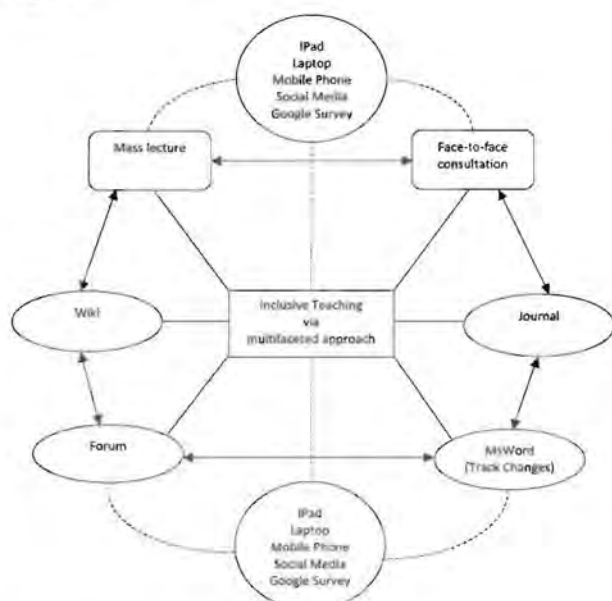


Figure 1: Inclusive teaching through multifaceted approach in ARW Course

In the ARW course, we addressed student diversity by adopting the notions of Inclusive Teaching. We complemented traditional face-to-face instruction with the various online learning activities to match learning styles and accommodated learning preferences of the millennial students. The approach encouraged the students to take responsibility of their learning and become more actively engaged in the learning process, which in turn facilitated meaningful learning. In short, it enabled students to become managers of their own learning which is often emphasised as a vital aspect of teaching and learning in higher institution (Ivanova & Ivanova, 2010). At university level, students need to take responsibility for learning and it is indeed the lecturers' responsibility to facilitate this need. Inclusive teaching through multifaceted teaching learning approach paves the way towards addressing the need for students to take on personal responsibility of their learning process.

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Minimal Guidance Instruction in Inclusive Teaching Environments:

An Example from a Final Year Project Course at *Faculty of Applied & Creative Arts (FACA)*

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Minimal Guidance Instruction

Minimal guidance instruction, on the surface, refers to the teaching and learning process which requires learners – instead of achieving the learning objectives primarily with the guidance provided by their instructors – to obtain the intended outcome(s) of a designed and executed lesson by themselves, supplemented with partial guidance from their instructors. In other words, the learning process would only be



successful when the learners manage to acquire and make meanings with the knowledge, skills and values from the lesson without being entirely told to or directed by their instructors.

Minimal guidance can be seen as a derivative of guide. It is similar to the term “unguided”. Therefore, it is not improper for one to perceive instruction as a continuum (Brunstein, Betts, & Anderson, 2009) in which unguided and guided (or direct) instruction are placed at the opposite ends of the virtually conceived continuum. Minimal guidance instruction is more suitably positioned in between of the two extremes of the continuum,



to reflect its characteristics which encompass both guided and unguided instructions. Figure 1 below illustrates the position of Minimal Guidance in the commonly perceived continuum:

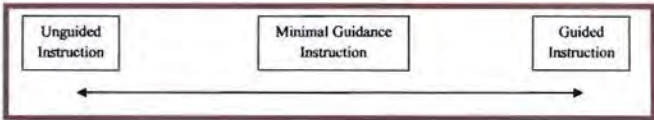


Figure 1: Instruction as a continuum (Brunstein *et al.*, 2009)

It is not a surprise that unguided instruction is often contradicted with its opponent, namely the direct (or guided) instruction. Unguided instruction, in my understanding, refers to a learning process which takes place without the learners being told on what and how to carry out learning instructions in order to achieve the intended learning objectives, which

may and may not be made known to the learners before they were to commence their knowledge-seeking process. Hence, a learner is expected to be able to achieve the learning objectives by figuring out the ways and steps by themselves, either individually or collaboratively with other learners. However, the existence of the instructor



in such approach is crucial to inform the learners on the task (a question or a problem to be solved), instil and promote motivation among the learners as well as to assess the outcomes of the learning process. Undoubtedly, the learners can be seen as key players who are actively constructing their knowledge or showing the change of behaviours as they undergo the learning process, on one hand; while having the instructors monitoring the learning process; on the other.

Nonetheless, this approach has to be differentiated from personal knowledge seeking process which is initiated solely by the individual learner, and requires no instruction or any teaching process. For instance, the renowned scientist Sir Isaac Newton conceived his first thoughts about the law of gravitation by observing the falling apples in his garden, without the guidance or interference of any instructor.

On the contrary, direct instruction implies the need for the existence of an instructor to “provide



information that fully explains the concepts and procedures that students are required to learn as well as learning strategy support” (Kirschner, Sweller, & Clark, 2006). In other words, this approach demands a relatively higher commitment from instructors who bear the responsibility, ranging from preparing and purveying knowledge content, to guiding students toward the intended learning objectives; informing and reminding students on what and how to do in order to achieve their learning goals to giving motivation and carrying out assessment.

It is possible to deduce that minimal guidance has to demonstrate some of the properties inherited by both types of instructions. It requires a certain amount of commitment from both instructors and learners. The former is required to be well equipped with content knowledge as this will enable them to chunk content knowledge into several parts in order to prompt the learners to acquire intended learning objectives by having to solve the given tasks or problems in ascending cognitive – or difficulty – level. In addition, the instructors are necessary



to provide motivation, monitoring and facilitation of the learning process. It is through these ways that an instructor contributes to the minimal guidance instruction. The learners, on the other hand, have an almost equal share of responsibility in the learning process, as they need to create the knowledge and skills by figuring ways to solve problems given to them by their instructor in an observable ascending cognitive level. Learning tasks are scaffolded to enable gradual increment of knowledge acquisition and skill difficulty.

Minimal guidance may appear to be somewhat different to the definition proposed by Kirschner et al. (2006). According to Kirschner et al. (2006), minimally guided environment is “generally defined as one in which learners, rather than being presented with essential information, must discover or construct



essential information by themselves” (p. 75). In other words, the concept of “minimally guided instruction” proposed by Kirschner et al. is similar to what is suggested in this writing, which is termed as “unguided instruction”. Learners are expected to achieve learning outcomes without prescribed instructions from their instructor. Rather, the instructor will only inform the learners about the task (or problem) to be solved, which indirectly lead the learners toward the intended learning outcomes. Scaffolding, as has been mentioned earlier, constitutes a major part of minimal guidance instruction as it provides the learners “opportunities to engage in complex tasks that would otherwise beyond their current abilities” (Hmelo-Silver, Duncan, & Chinn, 2007).

“Scaffolding”, Hmelo-Silver et al. (2007) argued,

is often distributed in the learners environment, across the curriculum materials or educational software, the teachers or facilitators, and the learners themselves. Teachers play a significant role in scaffolding mindful and productive engagement with the task, tools, and peers. They guide students in the learning process, pushing them to think deeply, and model the kind of questions that students need to be asking themselves, thus forming a cognitive apprenticeship (p. 100).

Inclusive Teaching

Having shaded light on minimal guidance, it is time to proceed to understand on inclusive teaching and how minimal guidance can be applied in such setting. Going in line with the national policy of making education accessible to a wider population across the nation, the number of student enrolment in national public higher education institutions has increased tremendously. In 2002, a total 184, 190 of students were registered and the total has increases to 272, 012 in the year of 2010 (MOHE, 2011; MOHE 2012). In other words, an increment of approximately 50 percent was recorded within a decade. Such significant increment has undoubtedly brought impact on the teaching and learning environment created for the existing pool of students who come from diverse background.

Meanwhile, one shall not disregard the enrolment of foreign students who are enriching the teaching experience of lecturers in the universities. In 2011, there are more than 160 foreign students enrolled throughout eight faculties in UNIMAS (Borneo Post,

2011, September 10). Bringing with them a set of cultural values and norms, the lecturers should never ignore or turning a blind eye to the need in addressing such diversity which are not confined merely to religious practices, cultural and linguistic diversity of these students on one hand; and their physical attributes such as health conditions, disabilities, age, gender and even sexuality on the other. Therefore, it is crucial for the instructors to adopt inclusive teaching which, according to the Centre of Instructional Development and Research, University of Washington, embraces diversity and differences “in ways that do not exclude students, accidentally or intentionally, from opportunity to learn” (CIDR, 2001).

CIDR (2001) has outlined four strategies for inclusive teaching, namely 1) communicate respect, fairness, and high expectations; 2) foster equitable class participation; 3) support

student success; and 4) plan for diversity in teaching. The first two strategies are arguably stressing on instructors’ attitude and implementation in the classroom. Meanwhile the final two points can be done outside the classroom and therefore may require a larger amount of time and commitment from the instructors. These strategies were developed based on the premise that “teaching is not a linear, one-way delivery of knowledge, but an interactive process that requires adapting to shifting contexts, demands of content, and student input” (CIDR, 2001).

Applying Minimal Guidance Instruction in Inclusive Teaching Setting

As in my case, I find it plausible in applying scaffolding into the courses I am currently teaching in UNIMAS, particularly for the Final Year Project course. Knowing that most of my students have very little idea on how to start their research writing, scaffolding the writing process into tractable procedures (or components), that will later

be made connected, will definitely help the students in completing their thesis. At the first instance, I have to identify the components of a thesis which can be made separable yet important in making a complete research. For instance, a thesis can be divided into these sections: proposal drafting, literature review, methodology, data collection, analysis, discussion and conclusion. To provide scaffolding for proposal drafting, in my opinion, requires an instructor to compartmentalise the whole chunk of proposal drafting into smaller parts such as research problems, research objectives, literature review and bibliography. The learners will later be made clear that these components are interconnected and should complement each other when put into their proposal later.

In my opinion, learners can be given a scenario which resembles activities in their daily lives. The instruction would prompt them to think about strategies and solutions they would



use to overcome the presented issue within the given scenario. For case-based studies such as these, learners can be presented with a scenario that someone they know would like to replace his/her damaged mobile phone, and the learners are asked to suggest ways to help to solve the problem. This scenario can be varied according to the students since the objective is not to discriminate the students without such experience. In light with inclusive teaching, the students' diversity has to be addressed and therefore, more scenarios can be given as choices that are favourable to the diverse group of students.

A worksheet which guides the learners to think on the solutions will be distributed. Upon completion, the instructor would offer help to the students to link their proposed solution to those components of research proposal identified earlier. And not to be left out, the instructor should also create rooms for the learners to reflect on the entire problem solving process in order to connect them to a larger picture of the aim of this task, namely the research proposal.

Throughout the process, the instructor will appear to be an active observant, in which s/he will give comments and guidance only when it is needed. The learners would be given ample opportunity to construct their knowledge on the processes of creating research proposals. Using principles of Inclusive Teaching, equitable class participation can be fostered through many different tasks that would reach for the same learning outcome.

Reflection is a powerful tool to help students consolidate their learning process, and it can be used to gauge differences between students, specifically in their attempt to create plausible research projects within the constraints that exist in the learning scenario provided.

In a nutshell, the scaffolding process embodies elements of Minimal Guidance and Inclusive Teaching. Both instructors and the learners share parallel weightage of commitment in the knowledge construction process. The instructor has to be knowledgeable to compartmentalise the knowledge contents as this is important to scaffold the contents into smaller parts that are easier to understand (and need minimal guidance on each smaller part) on one hand, and constantly aware of the diversity of the students, on the other. Favourably, these smaller parts are presented in an ascending difficulty (cognitive) level in order to provide opportunities for learners to construct their personal knowledge from lower cognitive stage to a higher level. The process will not only assist the students in achieving the targeted learning objectives but also motivate learners to learn more responsibly, especially since their diversity is embraced to achieve for common goal for learning.



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What I Did in Basic Helping Skills Course in Promoting Inclusive Teaching

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For the last three semesters, I have been teaching the same course, KMC1083: Basic Helping Skills. This course is an elective course and it is open to all UNIMAS students. Students are diversified, coming from different faculties, and various learning backgrounds. With diverse backgrounds, they bring their 'own story' to class and thus, makes my class unique and challenging. The aim of this course is to expose them to concepts and practices of basic helping skills. At the end of semester, students are expected to be able to use helping skills in various settings. The assessments of this course are slightly different from other courses whereby students are required to conduct a 'helping session' and being evaluated face to face by lecturer rather than written examination as their final examination. Due to the differences in the assessment, usually the number of students is less than 40, which is small in comparison other courses offered at the university.

I personally believe that every student has the same opportunity to learn and potential to become a successful learner. I do not exclude students in any way I can, consciously or intentionally. Therefore, as a lecturer, I believe, awareness of inclusive teaching is a must. As a young lecturer, I do a lot of 'trial and error' when in class to help my students master the learning content. At the same time, I also try my best to practise inclusive teaching in my class. Here, I would like to share some of the strategies that I normally practice in class to promote Inclusive Teaching.

Communicate respect, fairness, and high expectations

To begin with, I start each class by informing my students that they are capable to get an 'A' in this course. I communicate the objectives, how the classes will be conducted, the types of assignment (individual and group project), and active participation in Morpheus and class activities. It shows that success is based on student's ability and effort, not because of their backgrounds or identity. I also emphasised that I respect diversity and value differences. I believe it is important for me to show to students that I am available for them. It could be done by introducing myself and discuss in detailed manner about my niche area or research interest. I also take time to explain my role as lecturer, and students are encouraged to give feedback either by contacting me via email, telephone, or coming during office hours to express their concern on any learning matter.



Figure 1: Welcome Page for KMC1083 Basic Helping Skills, with complete course information and contact details



However, I also acknowledged the reality of day to day challenges that they may undergo through the duration of this course. For example, students have to make a helping session video complete with accurate identification of skills used. For this part, they really need to understand every skill taught and ways to use the skills before they start recording the role play helping session. Besides, the first task that the students need to adhere to is to come up with a write-up which answer the questions on 'what do you understand about helping?' and 'why do you choose basic helping class?'. The main reason I am doing this is because I want to assess and confirm their prior knowledge on helping concepts and identify the challenges that they might encounter when they start to learn the material. From there onwards, I could plan my teaching accordingly by considering students' prior knowledge.

Support Student Success

At the beginning of a class session, most of the students do not know each other because they came from various faculties. Therefore, I create an opportunity for them to get to know each other by doing 'Ice Breaking' activity at the start of every course. Students need to share information about their given names, place of birth, and also one thing they deem unique about themselves in class. Such activity helps to break the feelings of alienation among the students. I still remember one response from my student who said that 'I love my body', to which, attracted the attention from the others and brought up an interesting discussion. The activity later brought us to discuss 'active listening' and 'unconditional positive regard' which was part of my lecture. Somehow, this activity also brings a sense of belonging among them. I try to make my class enjoyable, a place where students feel welcomed and relaxed. In such condition, it creates an opportunity for them to learn better and establish good working relationship in class.

Every cohort of students I teach seemed prefer to have notes before classes. Thus, releasing handouts earlier would give students time to prepare and set their mind to the chosen topic. I also make my class materials accessible online on Morpheus. Before uploading any material, usually I will do cross check to make sure my handouts are clear and visible. It includes the type and size of font used, font colours, alignment of the text (e.g: to the left rather than justified), and different ways of displaying the information (e.g: chart, images, or table). I also note that many students are more attracted to images rather than long chunks of text.

Foster Equitable Class Participation and Engaging

Another way to promote inclusive teaching is by conducting engaging lecture sessions. On the first day of class, I describe that my class sessions are lively and I encourage students to take part in any activity in class. I explain that I would involve all students and no one will be excluded or missed. Therefore, I constantly look for opportunities to invite participation among students. I usually start by requesting for a volunteer, and if none of them come up to become the first, I will randomly pick one of them to initiate the activity. In instances like this, lecturers need to be aware whom they choose, so it is not the same person and they are able to extend the activity to all students in the class. As an example, in one of my class activities called 'Emotions Circle', students were given a list of emotions. Students need to choose an emotion and try to mimic the assigned emotion accordingly, until the rest are able to guess correctly. The activity often brought laughter and attention on the subject matter. It goes along with the famous Chinese proverb that says "Tell me, and I forget. Show me, and I remember. Involve me, and I understand".



Figure 2: Feedback from student regarding class activity

I found it useful to break up one lecture session into several parts. The first part would be reviewing the last lecture, to trigger interest to the upcoming lecture or show feedback on activities at Morpheus. Students become alert especially when I acknowledged their work or effort on activities held on Morpheus. The second part would be the actual lecture, 'role play' session, and a Q & A session. The last part would be the summary of the day's lecture by students. In each part, I provide different roles that students could act on during the role-play session. By doing so, I create equal chances for students to participate.

Plan for Diversity in Teaching – Consider How and What You Teach

Teaching is an interactive and dynamic process that demands lecturers to go beyond their comfort level. Simple self-assessment would benefit lecturers in a long run. Lecturers need to explore any possibilities that could hinder their students' learning. For example, I often ask myself:

- how do I identify and respond to challenges that my students might face in this course?
- does my teaching represent the knowledge?
- does the knowledge taught applicable in real-life situations?

For this strategy, I did a survey on Morpheus and asked students to give their opinions on 'which helping skills that they are able to grasp and which one that they have difficulties in applying it'. From the feedback, I get to plan and teach differently according to the suitability of the students. In addition, during each of the 'role play' session that we did in the Basic Helping Skills class, the situations given were based on real scenarios that they might face. Thus, it enables them to relate the knowledge or skills that they have learned from the mocked session into their daily activities.



Figure 3: Student feedback regarding helping skills

During classes, sometimes I do find myself having assumptions toward students. Lecturers might hold assumptions that are tied to students' social identity characteristics (e.g.: ethnicity, gender, disability, language, and sexual orientations). To tackle this issue, lecturers need to be consciously aware on their assumptions. In this case, I want to share an experience dealing with an assumption about how 'students will seek help only when they are struggling with the course'. With the assumption playing through my head, and at the same time noticing that none of my students came to see me, I thought that they fully understood the course that I was teaching. However, this was not the case at all. I later found out that some

students did not always feel comfortable asking for help. For that reason, I scheduled appointments for students who need help with the course. On one-on-one basis, each of the student needed to be present during the consultation hours after class, and I was able to respond to their learning needs more effectively.

As a conclusion, inclusive teaching requires a heightened need to be aware and proactive. It allows a healthy and conducive environment for students to feel safe, supported, motivated, and encouraged to express their views and concerns. When students' feelings are heard by the lecturers in the teaching of an academic course, students would be better facilitated to achieve academic excellence.

Suggested Readings

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Sharing Thoughts on Embracing Inclusive Setting at an Early Childcare Centre

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Universiti Malaysia Sarawak (UNIMAS), in line with efforts by the Government of Malaysia to set up on-site workplace childcare centres, is in the process of establishing a childcare centre on campus which will be called TASKA UNIMAS. This is a service UNIMAS provides for its employees in need of a place to put their children aged from three months to 4 years.

With the passion and drive of YBhg Datin Dayang Mariani bt Hj Zain, wife to Professor Datuk Dr Khairuddin bin Abdul Hamid, the 4th Vice Chancellor of UNIMAS, the centre will cater to ALL children, normal children and children with special needs (Learning Disabilities). The **INCLUSIVE** philosophy is in line with the global trend, and in particular, the Malaysian Education Act 1996 (1998). Inclusive education was introduced in the Malaysian Education Act 1996 together with provisions for children with Learning Disabilities. Many children, however, who require special needs seem to have fallen through the cracks for an inclusive education (Zalizan & Manisah, 2012), especially in early childhood education. Under the right conditions, early childhood inclusion is feasible and can be beneficial for both children with and without disabilities (Buysse, Wesley, Bryant, & Gardner, 1999). Hence, the challenge for

TASKA UNIMAS is the delivery of quality services within an inclusive childcare setting. The National Association for the Education of Young Children (NAEYC) (Bredekamp & Copple, 1997) published a widely recognised and used position statement about developmentally appropriate practices for working with young children in the field of early childhood education (Bredekamp, 1987). These guidelines defined indicators deemed as quality practices in working with young children. Broadly, aspects of quality can be categorised as children's environment and the experiences provided for children. This article discusses quality in terms of programme activities, staff, and group size and staff-child ratio.

In a childcare setting, the terms **mainstreaming, integration and inclusion** denotes differences among practices. They indicate that children with disabilities are put into a setting where the programme is meant for children without disabilities. However, inclusion goes a step further in that the setting and programme is for ALL children and the support given for each child to succeed in the setting is individualised.

One indicator of quality in a childcare setting is in the programme the childcare centre provides. The provision of developmental appropriate activities and providing equipment and materials in a childcare setting every day is essential to accommodate children in a wide developmental range, with the emphasis on learning as a process rather than as a product. The activities are designed and charted with an awareness of children's growth, strengths and interests, for example, and staff being responsive appropriately to the individual differences. Therefore, each activity that staff set up can provide experiences which target a variety of individualised objectives. For example, a water play activity set up for the over two years old sees some children gather round a designated area. A child fills up a water bottle and pours the water out into another container may find that the second container cannot hold all the water; a second child runs water through her fingers and the effort provides her with the sensory experience of water; and yet another child sees the sails of a windmill go round when she pours water over them and that action ceases when she runs out of water.

Activities are set up based on the assumption that children are intrinsically motivated to learn by their desire to find out for themselves. This inborn curiosity to explore and discover in the name of 'play' is the basis for the setting of 'play' activities where children interact with concrete, real and relevant materials. At TASKA UNIMAS, play activities provided will be developmentally appropriate with the emphasis that children initiate and direct themselves in their learning through self-select activities from a variety of learning corners. These learning corners comprise of a corner each for manipulative, construction, art and craft, literacy and numeracy, dramatic and imaginative play and music. Although children without disabilities are motivated intrinsically by their curiosity to explore, children with disabilities need the direct instruction and guided support in their learning, for example, at the water play activity. Where a child shows that further support is required, direct prompting by the staff and reinforcement of children's responses are appropriate. These are blended into routines and play which take place every day in environment structured to foster development.

Children learn many skills through play and social interactions from their teachers/caregivers and from each other (Terpstra & Tamura, 2008). Hence, in an inclusive setting, children without disabilities can be role models and with whom children with disabilities can interact. However, interactions do not take place in this manner as children without disabilities tend to interact among themselves (Kemple, 2004). Odom and fellow researchers (1999) have shown that children with disabilities often engage in fewer social interactions and less social behaviour than children without disabilities. Children with disabilities who are unable to interact at the same level

as their peers miss out and are disadvantaged. Therefore, this implies that strategies be put in place in the childcare setting to increase social interactions between children with and without disabilities. Social interaction strategies or social skill programmes include activities that incorporate either small or large group children participation. Hence, TASKA UNIMAS, where the centre philosophy espouses inclusiveness, social interaction strategies or social skill programmes are integrated into the curricula.

In the same philosophy, staff members in planning and setting up everyday activities for children, are required to bear in mind activities which encourage interaction, communication and learning. One such activity, very popular among children, is the use of a parachute. This is a group activity which can

be directed and facilitated by the staff for participation between children with and without disabilities. The activity involves children holding onto the edge of the parachute and making waves. Variations to this activity include placing a ball in the middle of the parachute, and children attempting to throw it straight up into the air and catch the ball in the parachute as it falls.

The sandpit is another area associated with a high degree of social interactions and exchanges of conversation. Childcare centre staff can be present to support children with and without disabilities at play and to manipulate the environment to encourage children engage in social turns and conversation. Among one of the strategies is the number of toys placed in the sandpit area. Examples of toys relevant for sandpit play are spades-adult and child size, diggers, forks, and trays. By giving children 'inadequate' number of toys promotes the likelihood of children requesting for materials or for assistance from peers or staff present. However, staff must be attuned to the dynamics at this play corner and be attentive and responsive to children's attempts at communicating, to expand and elaborate on their skills.

“The activities are designed and charted with an awareness of children's growth, strengths and interests, for example, and staff being responsive appropriately to the individual differences.”

“Trained staff equipped with the knowledge of child development allows staff to plan appropriate environment and experiences with an understanding of each child in the childcare centre and his or her unique needs, abilities and interests. “

Another indicator of quality service in the NAEYC guidelines for developmentally appropriate practices is the need for trained staff, experienced and well-ready to work with young children. It is important that in defining early childhood programme quality, staff are trained specific for working with young children and have knowledge of child development. As discussed above, knowledge of where children are at developmentally is important for providing developmentally appropriate activities. Trained staff equipped with the knowledge of child development allows staff to plan appropriate environment and experiences with an understanding of each child in the childcare centre and his or her unique needs, abilities and interests. Tagreed (2012) stated that specialised teachers and teachers with a bachelor degree in early childhood education are generally more knowledgeable about developmentally appropriate practices, than teachers with credentials other than early childhood. In addition, these teachers are better able to apply suitable teaching strategies with children, and, hence, promote programme quality. Although Tagreed (2012) surveyed kindergarten teachers and applied the NAEYC guidelines as his yardstick to measure appropriate developmental practices of the kindergarten teachers, the eloquent statement is also fittingly appropriate in a childcare setting. At TASKA UNIMAS, to meet the requirement stipulated by the Department of Social Welfare, staff members are required to have the minimum a pass in Basic Childcare course and to be trained in the caregiving of children. The 17-day Basic Childcare course consists part of child development covering physical, cognitive, and socio-emotional domains and children with special needs. Unfortunately, I am not in the position to say whether the local Department of Social Welfare* stipulated Basic Childcare course measures up to the NAEYC indicator of quality. However, with some basic knowledge of child development and a background on human development, I would recommend that staff of TASKA UNIMAS, besides being equipped with a pass in Basic Childcare course, upgrade their professional background and knowledge. There are private providers

the like of UNITAR International University, Segi College and the Open University of Malaysia, to name a few, where advancement in the field of early childhood education, child development and special education is available. Indeed, for the recognition as a provider of quality childcare service, TASKA UNIMAS can encourage or support staff as they make efforts to further educate themselves. This, in turn, will have a profound influence on the ‘quality’ of their work provided to and for children at TASKA UNIMAS.

Lastly, group size and staff-child ratio is another indicator of quality in a childcare centre. Group size refers to the number of children put into a group and a group can consist of children of two or more age categories. A childcare centre adhering to small group size is an indication of quality service.

Staff-child ratio refers to the number of children cared for by one staff member. For example, if the regulation stipulates that the ratio for infants 3 to 12 months old is 1: 5, there could be five infants cared for by one staff member. If there were six infants, then two adult staff members are required to care for the infants. Lower ratio is recommended for best practices although this may mean higher cost for the childcare centre. A lower staff-child ratio is associated with higher quality childcare, that is, staff has more time to develop relationships with children, work with children individually or in small groups, and meet individual needs of children.

Table 1 compares NAEYC recommended staff-child ratio and Department of Social Welfare recommended staff-child ratio. In addition, only the NAEYC recommended group size is shown in the table; recommendation for group size by the Department of Social Welfare is unavailable.

Table 1: NAEYC Recommended Appropriate Practice of Staff-Child Ratio and Group Size and Staff-Child Ratio Recommended by Department of Social Welfare

NAEYC Recommended Staff-Child Ratio		NAEYC Recommended Group Size	Department of Social Welfare Recommended Staff-Child Ratio	
Birth to 18 months	1:3	6 12	0 month to 3 years	1:5
18 months to 3 years	1:6			
3 years	1:8	16	0 month to 3 years	1:5
4 years	1:10	20		

TASKA UNIMAS, when it opens for operation, will have to adhere to the staff-child ratio recommended by the Department of Social Welfare. As shown in the table, the comparison between NAEYC and Department of Social Welfare recommended staff-child ratio indicates that that ratio is very close to recommended good practice and providing quality childcare service. On the other hand, TASKA UNIMAS may make consideration to lower the staff-child ratio, for example, the 0 month to 3 years from 1:5 to 1:4; hence ensuring higher quality childcare.

In addition, TASKA UNIMAS can look at group size as another indicator of quality service. The dynamics in a smaller group differs considerably from a larger group. The smaller group benefits children with disabilities, in particular an inclusive setting, in meeting their additional needs and optimising their learning.

Much work has been put into the planning and setting up of TASKA UNIMAS which is sited at the new Pusat Islam. Led by YBhg Datin Dayang Mariani binti Haji Zain, a team comprised of members of the management for TASKA UNIMAS has visited childcare centres set up by universities in West Malaysia. Exposure to the different models used by the universities in their childcare centres has provided the management of TASKA UNIMAS insights into the setting up a childcare centre with the 'quality factor'. Although there is still more to do, come August and with the grace of the Almighty, TASKA UNIMAS can hopefully open its doors and welcome ALL children. TASKA UNIMAS may not be the first but definitely among the few to claim the status of a childcare centre with an inclusive setting.

**Childcare Centres (TASKA)
in Malaysia come under
the jurisdiction of the
Department of Social
Welfare. Akta Taman
Asuhan Kanak-Kanak 1984
(Akta 308)**

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Inclusion and Inclusive Teaching:

Where Do We Begin?

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In the United States, where I spent five years in pursuit of a doctoral degree in Special Education, my perspectives about disabilities and social justice for children and adults with special needs were challenged, shaped, and widened. Not only did I study about the history of special education and reading disabilities (my area of specialization), I had the opportunity to observe inclusion in action. On the university campus grounds, lecture rooms, and libraries, young adults with disabilities were studying alongside their counterparts without disabilities. The university buses were installed with automated exit extension ramps for individuals with disabilities, which enabled them to get up and down the buses. The doors at the entrances of the university buildings were automated and wide enough for the individuals with disabilities on wheelchairs to enter without any help. Curb cuts on pedestrian walks provided individuals on wheelchairs/crutches or the blind the mobility and safety they would not otherwise enjoy. Students with visual impairment could do research using designated computers with screen magnification and screen readers installed at the computer labs. These first-hand observations changed my viewpoint about how university education could become accessible to individuals with disabilities. The roads, transportation systems, buildings, and lecture rooms were thoughtfully infused with elements of universal design, a concept that the designs of products and physical environments should be barrier free and readily accessible by a diverse range of users, with or without disabilities (CAST, 2011; Orr & Hammig, 2009; Rose, Harbour, Johnston, Daley, & Abarbanell, 2006).

Legislation: The Foundation of Inclusion

In the United States, the inclusion of students with disabilities in schools and universities is the result of various social movements, which fought for an end to both segregation and discrimination starting in the 1950s. As a result of these social movements inclusive practices were conceptualized, designed, and implemented in schools and universities. An important legislation to date is the Individuals with Disabilities Education Improvement

Act of 2004, which mandates inclusive education among school children (Department of Education, 2004) and Americans with Disabilities Act of 1990, which is a civil rights law that mandates the elimination of discrimination against individuals with disabilities (Department of Justice, 2009). These mandated legislations foster and enforce the systemic changes in policies and practice so that the lives of individuals with disabilities are improved.

Turning to Malaysia, there are several disability laws such as the Uniform Building By-Law 34A, which mandates the accessibility of individuals with disabilities in public buildings. Another disability law is the Persons with Disabilities Act of 2008 (Government of Malaysia, 2008), which mandates the accessibility rights of persons with disabilities to public spaces including institutions of higher learning. Despite these laws, several Malaysian studies and anecdotal reports suggest that there is still so much to be done to help Malaysian individuals with disabilities. For example, a study by Toran, Mohd Yasin, Tahar, and Sujak (2009) who examined the supports and barriers faced by university students with visual, hearing and physical disabilities reported that some of the barriers faced by these students are inaccessibility to buildings, transportation system, and computer technology. Others such as Tan (2013), a newspaper columnist and an individual with disability himself, described the significant mobility challenges he has been facing concerning inaccessible facilities in Malaysia. He also expressed his concern about the consequences of such barriers to the educational and employment opportunities among individuals with disabilities. Additionally, Kaur and Chew (2007) questioned if Malaysians were doing enough for individuals with disabilities.

These barriers, I believe, are not impossible to overcome. Individuals with disabilities in Malaysia can also enjoy inclusion in society such as higher education provided that legislations, policies, and regulations are thoughtfully drawn up, fully implemented and strongly enforced.

Is Inclusion Enough?

Experts have warned that mere inclusion does not guarantee inclusive teaching (Zigmond & Baker, 1995). Inclusion typically refers to individuals with disabilities learning alongside their peers (Haager & Klingner, 2005) while inclusive teaching refers to the design and implementation of curriculum and teaching strategies that address the needs of all students, including typical students with varying learning styles and students with disabilities (Hallahan, Kauffman, & Pullen, 2009).

Apart from physical disabilities and sensory disabilities, other disabilities include learning disabilities such as dyslexia, language learning disabilities, and attention deficit hyperactivity disorder. In 2010 and 2011, the total number of students with physical and sensory disabilities who enrolled in public institutions of higher learning in Malaysia was 1115 and 1221, respectively (Ministry of Higher Education, 2011). However, these figures do not include the proportion of students with learning disabilities. An estimate of students with learning disabilities can be derived from a study on 10 public universities in Malaysia, which reported that approximately 4.66% of undergraduate students have risks of dyslexia (Ong et al., 2009). Given this proportion of students with disabilities in universities, inclusive teaching is a necessary agenda in order to meet the learning needs of a diverse range of students.

From Inclusion to Inclusive Teaching: Universal Design for Learning

Drawing from my experience at Florida State University, faculty support and the Student Disability center make it possible for students with disabilities to thrive in the university teaching-learning environment. The Student Disability center is responsible for providing services such as accommodations (e.g., testing accommodations), assistive technology (e.g., screen readers and speech recognition software), learning strategies, and support groups. Every course that I took had the following statements in the course syllabus prepared by the faculty:

"Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Student Disability Resource Center, and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu, <http://www.disabilitycenter.fsu.edu/>

In addition to these support systems, inclusive teaching practices that are built on a framework known as universal design for learning (UDL) are necessary. UDL, which is based on research in the cognitive sciences and learning sciences, aims to enable all learners with varying characteristics to learn through the provision of flexible goals, materials, methods, and assessments (CAST, 2011). Three underlying principles of UDL are derived from the understanding that students learn information differently, they communicate what they know differently, and they have varying motivation and interests.

The first UDL principle is the provision of multiple means of representation. This principle serves as a guideline to instructors on ways to present information based on how learners perceive and understand information. Differentiating the presentation of content through various modalities such as vision, hearing, and touch is crucial (CAST, 2011). For example, if there is a hearing impaired student in the class, then transcripts and captions must be used in the lectures and video presentations, respectively. Another strategy may be the use of mnemonics to facilitate the transfer of information learned and to help learners remember more effectively.

The second UDL principle is the provision of multiple means of expression. Findings from research on cognitive neurosciences suggest that there are differences in how learners express and communicate what they know (CAST, 2011). Thus, course instructors must provide learners with the flexibility to choose how they would like to express what they know. For example, in an undergraduate psychology class, students may be given the option to draw, sing, do a sketch, or present orally what they know about the different types of memory strategies. For students with dyslexia, an alternative would be to provide them with the option to express their understanding orally rather than in written form (CAST, 2011).

The third UDL principle is the provision of multiple means of engagement. Learners differ in their levels of engagement, motivation, and interests. Therefore, course instructors must be flexible in giving extrinsic rewards or fostering intrinsic motivation so that learners are engaged in the learning situation. For example, students who have difficulty absorbing a large amount of instruction may need to have checklists, reminders, and feedback on ways to chunk information. Additionally, lectures may be supplemented with videos and diagrams to foster student engagement (CAST, 2011).

Not all university instructors are familiar with inclusive teaching and the application of the UDL in inclusive teaching. Thus, workshops on these two concepts should be offered to university instructors so that they become more receptive to having students who are different from the mainstream students; so that they can design their syllabus for all students; and so that they have the approachability and empathy when interacting with all students including those with physical, sensory, and/or learning disabilities (CAST 2011; Orr & Hammig, 2009).

Conclusion

The effective inclusion of individuals with disabilities in society certainly requires multiple change agents (for example, government, municipal councils, companies, non-governmental organizations, and institutions of higher learning). The university, being a crucial change agent in the society, is a good place to begin this initiative. Given the intricacies involved in meeting the needs of individuals with disabilities in universities, catalytic changes must occur in several areas: legislations, policies, and regulations; education about inclusion and inclusive teaching; advocacy by others for individuals with disabilities; self-advocacy by individuals with disabilities; support systems such as student disability resource center and writing center; and last but not least, the implementation of universal design in the university environment. Universities should also actively create awareness among university students about the various types of disabilities and encourage qualified individuals with disabilities to pursue higher education. As a step forward in this direction, Universiti Malaysia Sarawak will be offering an undergraduate generic course entitled "Learning Disabilities: Theory and Practice" in the coming semester. The goals of this course are to create awareness among university students about learning disabilities and advocacy for themselves and/or others.

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Research toward Inclusive Practice in International Teacher Education

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I have never visited Malaysia, a situation I intend to remedy as soon as possible. I have, however, spent a significant amount of time thinking about Malaysia and in particular Malaysian students over the last five years.

I am a lecturer at the University of Otago College of Education in New Zealand. My institution, along with several others around the world, was contracted to provide a four-year Bachelor of Education degree for students from a teacher training college in Malaysia. The programme was based on a partnership model, whereby Malaysian students were based at their home institution for the first and final years of their study, but came to New Zealand for their second and third years.

The University of Otago College of Education strives to model inclusive practice. This is clearly evident in the documents that underpin our programmes. Indeed, the conceptual framework for our graduate diploma in primary education looks to Oyler (2006), who suggests that inclusive practice happens when educators show “a willingness to examine and reconsider assumptions about others; a commitment to ongoing reflection on teaching and learning; a spirit of inquiry that pushes to return again and again to the questions; and the energy to enter into this work in the company of others” (p. 148).

The arrival of Malaysian preservice teachers at our institution inspired a rigorous discussion as to how we could ensure that they felt respected and valued, their academic and pastoral needs were met, and any barriers to their learning and participation were identified and removed. These discussions occurred at two levels: among senior management, but also as part of the day-to-day critically reflective practice of individual lecturers and small teaching teams.

The limits of this article do not allow for a full exploration of the processes that academic staff engaged in. Rather, I will share the findings of three studies I have been involved with that have informed my teaching of these cohorts of students.

At the outset, I wish to make it clear that my role in working with these students was as a lecturer and researcher; I was not part of the leadership team charged with making this contract a success for all involved (although in my opinion these colleagues did an outstanding job).

Data were collected from these Malaysian students for a number of studies. Firstly, in a study led by Professor Kwok-Wing Lai, research questions asked what social and academic supports were needed for Malaysian students to be successful in New Zealand. In a second study, I compared these students’ concerns about teaching and their teacher efficacy beliefs with their New Zealand peers and with a third group of preservice teachers from an English university. Finally, a third study was

conducted by a team led by Professor Jeff Smith. As part of an educational psychology class, we asked students to keep study diaries and reflect on their study habits. Each of these studies will be discussed in more detail.

Study One

Before the students arrived in New Zealand, Professor Kwok Wing-Lai was eager to explore ways of supporting them. Consequently, we conducted a baseline survey that collected the personal as well as academic and social needs of the participants ($n=57$). Following this, four follow-up focus groups of five students each were held in Malaysia to collect more in-depth data. From this, we were able to begin to generate a profile of the students we were to be teaching and gain insight into this diverse group of young people. Although the heterogeneity of the group was evident, so was a high degree of shared hopes and fears.

Results of this study indicated that these students were overwhelmingly positive; they were excited about making new friends with New Zealanders, traveling, experiencing a different climate with four seasons, improving their English, studying at the University of Otago, and growing both academically and personally. Their shared fears concerned being accepted, not being able to communicate with or understand native English speakers, not being successful academically, and not knowing who to ask for help. Many of the Muslim students were concerned about the availability of Halal food and several worried that there might not be a mosque near by.

In addition, we established that these students were predominately technologically 'savvy' and regularly used English in online environments. This finding resulted in the development of an online learning community using Moodle software that allowed the Malaysian students to engage with University of Otago academic staff and students prior to their arrival in New Zealand. This platform also allowed academic staff to address some of the students' concerns that had been identified in the research. A page of useful links was provided; including links to the University's Muslim students association and the Malaysian student association. Links also were included that allowed the Malaysian students to access New Zealand media and tourist information. Discussion forums facilitated direct communication between the Malaysian students and their New Zealand peers and lecturers.

Study Two

The second study compared the teacher efficacy beliefs and concerns about teaching reported by the same group of Malaysian preservice teachers from study one ($n=53$), together with preservice teachers from New Zealand ($n=100$), and England ($n=119$). Evidence was gathered from preservice teachers at the beginning of the second year of their teaching degree programmes. The Malaysian

cohort had arrived in New Zealand, but was yet to begin their New Zealand based education. The participants completed the Teachers' Sense of Efficacy Scale (long form) (Tschannen-Moran & Hoy, 2001) and the Concerns About Teaching Scale (Smith, Corkery, Buckley, & Calvert, 2012). Focus groups completed the data.

Teacher efficacy beliefs are a teacher's beliefs about his or her own ability to bring about student engagement and success in both motivated and less motivated students (Tschannen-Moran & Hoy, 2001). These beliefs have been found to be associated with a wide range of positive outcomes for students, schools, teachers, and preservice teachers (Tschannen-Moran, Hoy & Hoy, 1998). Related to the issue of teacher efficacy are a teacher's concerns about teaching (Malmberg & Hagger, 2009; Smith, Corkery, Buckley, & Calvert, 2012).

The main finding was that cohort membership (Malaysia, New Zealand, and England) accounted for significant differences in the reported teacher efficacy beliefs and concerns of the preservice teachers. This difference was most evident in the comparatively low efficacy beliefs reported for both classroom management and student engagement on the part of the Malaysian preservice teachers.

It was tempting to explain these differences by suggesting that the Malaysian students were more self-effacing and less self-promoting than their New Zealand and English peers. However, the focus group discussions enabled the Malaysian preservice teachers to expand on these findings. They expressed concerns about teaching large class sizes primary students; having limited contact with classes (in comparison to their New Zealand peers who are class based generalists rather than subject-based specialist teachers); and, dealing with high parental expectations of student success.

Overall, these three cohorts of preservice students shared much in common: they shared typical concerns about being accepted as teachers by their students and by experienced colleagues. They were concerned about pupil behaviour and about being criticized by their students' parents; however, even in their shared concerns, there were important differences.

The Malaysians' concerns were more related to students not learning and parents complaining about their children not getting A grades. The New Zealand and English students were more concerned about aggressive behaviours from both students and parents. It was interesting that preservice teachers from each of the cohorts shared a belief that students were less respectful than when they themselves were at school. This was surprising, as the majority of these preservice teachers were in their late teens and early twenties.

The most obvious difference between the Malaysian students and their English and New Zealand peers was their belief that they could improve by hard work and study. In sharp contrast, the New Zealand students saw the ability to be an effective teacher as a talent that you either had or you hadn't. They suggested that teachers were "born and not made."

This entity view regarding the ability to teach held by the New Zealand and English students seemed to make it harder for them to understand the importance of learning educational theory. The incremental view of ability held by the Malaysians may have made them more receptive to opportunities to learn. Robust research is needed to test this suggestion. It would be prudent of teacher educators from all of these settings to engage with Carol Dweck's (2006) work on this topic. Further research could explore the links between culture and entity/incremental views of intelligence, to understand whether people from some cultures are more disposed to successful learning because of their beliefs that intelligence and ability are not fixed.

This was a large study and a more scholarly and detailed account of the findings will (hopefully) be published shortly.

Study Three

The purpose of the third study was to investigate the study habits of students taking a course entitled "How People Learn." This course was compulsory for the second year preservice primary teachers from Malaysia as well as their New Zealand peers. Students from other divisions within the University of Otago also elected to attend these lectures and workshops. Approximately two thirds of the students in the course were preservice primary teachers.

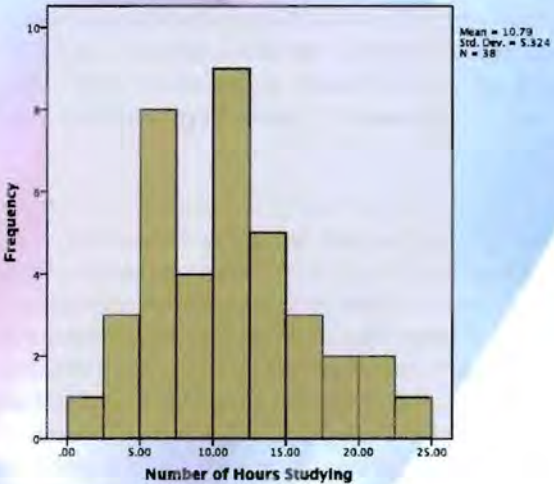
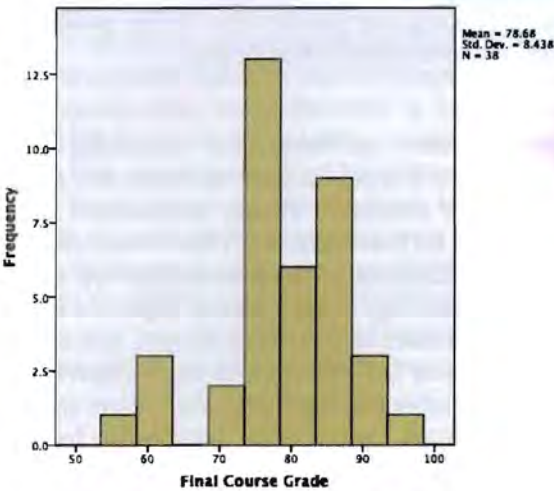
In this study, we examined how students naturally went about studying, how often they studied and for how long, and under what conditions they studied. We asked students to keep a week-long diary of their studying; we then asked our participants to rate the effectiveness of each study session, and at the conclusion of the week, to write a reflection of what they felt was successful and less successful. Finally, we related their study behaviours to the marks they received in the course.

The findings were not surprising. Generally, students liked studying in a quiet location without distractions or noise. Students expressed strong preferences regarding when they like to study, although the times varied from one student to the next, with some saying they study best early in the morning, others late at night. Most of the second year students at this University live in student flats (apartments), and the majority of them reported doing most of their studying in their flats, with some work being done at the library (which is modern, has a food court, and easy computer access).

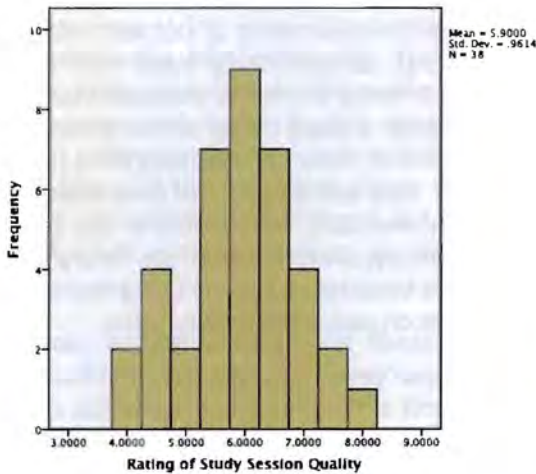
Students frequently reported that conditions in their flats were not optimal for studying. Factors inhibiting study included noise in the apartment or outside, roommates wanting them to go do something other than studying, and the television being on. Many students (but not all) discovered that they studied better at the library than at their flats, but some of these said that they would continue to study in their flats because of the time necessary to get to the library and back, or the time of day (e.g., late at night). Additionally, some felt that the library held too many distractions because of friends being there and the opportunity to be on social networking sites.

"The purpose of this study was not to compare and contrast the study habits of the Malaysian students with New Zealand students; rather, it treated them as one group."

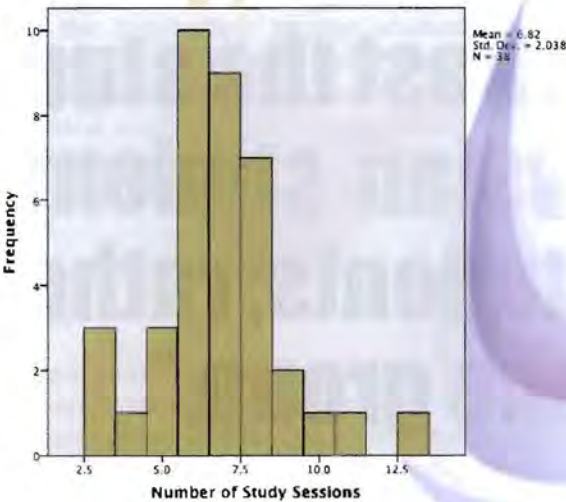
The number of study sessions ranged from 2 to 13 (over the course of the week) and the number of hours spent studying ranged from 1 to 23. Ratings of the study sessions ranged from 1 to 10. These were averaged over sessions, with a range of 4 to 8. Histograms of these variables are presented in the graphs below.



We examined the relationship between the number of study sessions, the number of hours spent studying, the self-ratings of the study sessions, and the final course grades. We found that the number of sessions and the total hours studying were positively related to course grades, but that the ratings of the study sessions were not correlated. It should be noted that the study diaries were conducted during the second week of the course, and the course grades reflected work over the entire semester. Also, all study sessions, not just those related to the course under consideration, were recorded.



The results of the study were much as might be anticipated from looking at the literature on study and performance in courses at the university level. What was particularly enlightening in this study was to look at the degree to which students found the activity to be self-revelatory. Most students felt that the activity was very worthwhile; many of the students were surprised at how much they learned about what they were doing while they were studying.



The purpose of this study was not to compare and contrast the study habits of the Malaysian students with New Zealand students; rather, it treated them as one group. This notwithstanding, an informal review of the completed study diaries revealed that the Malaysian students grappled with the same barriers to effective learning as did the New Zealanders. Social media, noisy friends, distracting music, and television were ubiquitous.

The University of Otago, along with many universities around the world, is investing heavily in student study support. At Otago, a wide range of study support is available should students choose to engage with it. These findings suggest that including such support as an important component of students' regular classes may be of value in efforts to support inclusive learning.

As universities seek to widen participation in their programmes to students from communities not well represented in higher education, lecturers should be mindful not to presume that these students have had the opportunity to see effective study modeled and that they may lack the confidence or knowledge to seek available support.

Concluding Thoughts

As an educator, I strive to be critically reflective in my practice. Larivee (2009) has argued that in doing this we should consider how inclusive our practice is. These three studies have both complemented and facilitated a deeper level of critical reflection. They have provided me with rich insights into the hopes, fears, beliefs, and study habits of a particular group of students. These insights allowed me to reflect and ensure that my teaching was positioned to allow their full participation and success.

The Malaysian students have returned home now, having given us at Otago at least as much as we hope we gave them. These students were a credit to their home institution and country, and I am confident they in turn will become outstanding teachers who value the diversity of their students and do their very best to engage in inclusive practice.

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Opportunity to Learn to Teach Inclusively in Higher Education:

An Open Access Module for HE Staff

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What is Inclusive Learning and Teaching in Higher Education (HE)? It refers to the design and delivery of pedagogy, curricula and assessment so that students become engaged in meaningful, relevant, and accessible learning. Inclusive teaching believes that individual differences will enrich the learning experiences of other students within the same learning environment. In this context, the diversity of students in HE among others encompasses student of different social classes, ethnicity, faith, and culture. It also includes disabled students. Diversity of students also refers to students who enter HE with different entry qualifications, work and life experiences, life styles and approaches to learning regardless of whether they are full-time or part-time students. Jones (2008) provided elaborate discussions of the term “diversity” and how it applies to widening participation in HE.

A number of studies have been conducted to address the issue of inclusive learning and teaching in HE such as Gorard et al. (2006) and Powney (2002). A research project of interest is the “Learning and Teaching for Social Diversity and Difference in Higher Education” led by Chris Hockings (University of Wolverhampton URL: www.wlv.ac.uk/teaching4diversity). Hockings and her colleagues explored university teachers’ and students’ conceptions

and experiences of learning and teaching in university within the context of increasing student diversity. The aims of the research project were to facilitate the development of strategies to improve academic engagement, create inclusive learning environments and inform university learning and teaching policy and practice.

Among the findings and implications for Higher Education Institutions (HEIs) from this project were:

- Students prefer teaching that recognizes their individual academic and social identities, and takes into consideration their unique learning needs and interests.
- Teachers should develop pedagogical practices and curricula that cater to the diverse interests and needs of students.
- HE systems are designed to assure quality and maximize economic efficiency of teaching and this often limit teachers’ capacity to create inclusive pedagogies. Thus, HE leaders should ensure that the systems do not restrict the teaching and learning process of diverse students.

“The growing number of students in our classrooms signals a need to review and rethink the way we implement our courses, and also the strategies we use to present content and assess understanding and skills.”

The findings from the project also indicated that the following principles that may be applied to the design of inclusive learning and teaching environments:

- Set ground rules for collaborative learning behavior and getting to know students as individuals.
- Encourage students to argue and discuss in a trusting and respectful environments as this will allow students to learn from mistakes and being different.
- Developing flexible activities that allow students to generate, apply and share ideas with their peers drawing upon their own knowledge base, interest and experiences.
- Connect learning with students' lives through selection and negotiation of topics and activities. These activities should be relevant to their past, present and future lives, and is socially and culturally meaningful.

In summary, the findings of the study suggest that student-centered pedagogies that cater to individual differences and relevant to the context of the subject provide necessary opportunities for academic engagement especially when dealing with an increasingly wider range of students.

Learning to Teach Inclusively via a Multi Media Open Access Module for HE Staff

In recent years, as the number of students entering HE grow, and studentship has steadily become increasingly diverse, it has become progressively important for the HE sector to have in place teaching and learning environments that are capable of ensuring high achievement for its diverse student groups. Thus, many universities are reviewing its teaching and learning policies, and reflecting on the effects of student diversity on pedagogic practices. However, although there is an increasing awareness on the issue of students diversity in HE, many academic development practitioners feel that the professional skills and values associated with teaching diverse students are yet to be fully understood. They believe that the HE sector and the HEIs academic development programmes could be further enhanced to increase understanding of issues related to inclusive teaching in HE.

Following up on her earlier research cited earlier, Hockings developed the “**The Learning to Teach Inclusively: A Multi Media Open Access Module for HE Staff**” (<http://www.wlv.ac.uk/default.aspx?page=24685> see Figure 1). This project is jointly supported by JISC (<http://www.jisc.ac.uk/>) and HEA (<http://www.heacademy.ac.uk/oer>) under the Open Educational Resources (OER) Programme. The Learning to Teach Inclusively project aims to develop an open and accessible on line module for the sector, based on the research findings arising from projects previously



Figure 1. Screenshot of the Learning to Teach Inclusively Project.

funded by HEA, HEFCE (<http://www.hefce.ac.uk/>) and the ESRC (<http://www.esrc.ac.uk/>), to support the development of inclusive learning and teaching practice in higher education. The online module is accessible to all Higher Education Institutions (HEIs) through Open Learn (<http://labspace.open.ac.uk/course/view.php?id=6224>), the Open University (OU) website which gives free access to OU course materials.



Figure 2. Screenshot of OER Inclusive Learning Project at LabSpace



Figure 5. Screenshot of evaluation component of Unit 1



Figure 3. Screenshot of starting page of Unit 1 Inclusive Curriculum and Assessment



Figure 4. Screenshot of Unit 1 video resources

OER (Open Educational Resources) are digital materials that can be used, re-used and repurposed for teaching, learning, research and more, made freely available online through open licenses such as Creative Commons (<http://creativecommons.org/>). OER include a varied range of digital assets from course materials, content modules, collections, and journals to digital images, music and video clips. (<http://www.heacademy.ac.uk/oer>)

This project delivers a 30 credit ‘tailor-made’ module entitled ‘teaching inclusively’ that may be taken by teaching and support staff as part of an accredited professional development programme. This module comprises three units of study covering the four key areas of inclusive practice (curriculum design, curriculum delivery, assessment and management). Its aim is to develop a module comprising of three units with relevant Open Educational Resources (OER) to facilitate the development of inclusive practitioners in HE and to enhance the academic engagement of students

Each unit consist of course notes and materials, online tasks and activities, assessment tasks and criteria, reading lists and web links, image, video clips and other multimedia resources, supporting materials from lectures and workshops, help pages, tutorials and module documentation. The repository of video clips among others include clips on teaching sessions, scenarios illustrating principles of inclusive learning and teaching practice, student and teacher interviews.

This OER package, 'Learning to Teach Inclusively' became fully available in August 2011 offering an open and accessible way for academic teachers to make use of research findings to implement inclusive university teaching. Quantitative data between August 2011 and March 2012 indicated that the OER materials had been accessed in 26 countries (UK, Australia, USA, Canada, Latvia, China, Spain, Japan, Poland, Chile, Colombia, Costa Rica, Germany, Finland, France, Indonesia, Ireland, Israel, Netherlands, New Zealand, Portugal, Russia, Sweden, Singapore, South Africa, and Switzerland). Furthermore, since 14th February 2012, the video clips (deposited at Open Jorum) have been viewed 1,900 times. Thus, the resources appear to be having some impact on ensuring that the research findings on Inclusive Teaching to be embedded in institutional programmes. It has also contributes to the discussions, thinking and professional development of academics in the UK and beyond on inclusive teaching in HE. It is further envisaged that the use and reuse of these resources will increase in coming years.

How does Inclusive Teaching affect our classroom practices at UNIMAS?

Diversity is key in Inclusive Teaching. The growing number of students in our classrooms signals a need to review and rethink the way we implement our courses, and also the strategies we use to present content and assess understanding and skills. There are many articles already available in journals and online, to suggest ways to realign teaching strategies to match the goals of Inclusive Teaching. Among the significant ones are:

- Acquire feedback continuously from students about how they think they are coping with a course. Listen to how the students describe their perceptions, and assess the feedback to understand the roots of their concern. If there are issues related to how course materials are presented, it may be necessary to rethink of alternative teaching strategies that would be able to accommodate students' concerns about their learning experience.
- Different students learn differently, and instructors need to be conscious of the differences when communicating with students. It may not be possible to address all learning needs and difference, but it makes a difference when instructors make time to monitor student progress as frequently and intently as possible. Learning to intervene tactfully, for instance, is an important skill for instructors to attain, because support can only be offered when the classroom communication is positive between students and instructors.

Here are a few examples of student feedback, which were extracted from University of Washington's Inclusive Teaching Centre's website (URL: <http://depts.washington.edu/cidrweb/inclusive/>):

He gives us so many details that I never know where he's going with it, so it's hard to know what to focus on. I tried asking a couple of questions and he always said we'll get to that later. So I don't ask questions anymore.

I try to take notes but he goes so fast and jumps around so much, it's hard. I wish he would write stuff down sometimes but nobody else seems to need him to do that. I don't ask questions because I don't even know where to start. Maybe I'm just not good at this stuff.

Both feedback indicate issues related to the presentation of contents and the teaching styles used by the instructors. Such feedback helps shape our reflections on ways to reach out and engage all students when we teach and guide them in our respective courses.

Conclusion

Although the concept of inclusive teaching is relatively new in the Malaysian HE, it will, in due time, become an important consideration for Malaysian HE stakeholders. It is imperative that effort should be channeled toward capitalizing opportunities offered by the availability of such open access professional development opportunity to enhance our understanding and practice of inclusive teaching, to acquire our goal to make learning in University Malaysia Sarawak meaningful and beneficial for all our students.

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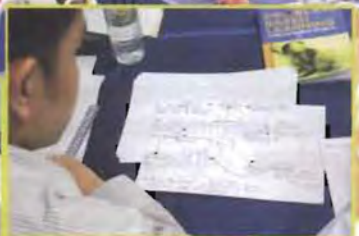
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PgDip in Teaching and Learning : Module 6 was held at CALM Seminar Room, 21-30 January 2013

Appreciating UNIMAS Vision and Mission Workshop, 5-7 March 2013 at Damai Beach Resort

RIMC Workshop "Thinking & Doing Qualitative Research" on 21 February 2013



SCL (PBL Basic & Advanced) for Pre U Staff, 5-7 February



PgDip Board of Studies Meeting Bil. 1 Year 2013 on 10 January 2013 at Windows Riverside



Events in The First Quarter Of 2013