WITEA-ID

Weeks of International Teaching – Inclusive and Digital

Inclusive and Interactive Teaching Strategies

Workshop - “Innovative Interactive Digital Teaching”

16-19.09.2022 | Luxembourg

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Inclusive education…

Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.

- *understand the learner*
- *determine inclusive teaching*
- *be familiarized with teacher's role*
- *learn about social identity*
- *learn effective teaching methods to address current problems that students face*

Implementing the principles of inclusive education within higher education can be challenging

Inclusive education…

INCLUSIVE EDUCATION

Inclusive education can be defined as an educational approach proposing schools in which all the students can participate and all are treated like valuable school members. It is an educational philosophy and practice that aims to improve the learning and active participation of all the students in a common educational context.

The belief is that all students, without exception, should benefit from high-quality learning and enjoy full participation in the educational system.

Your students in the class are diverse…

DEMOGRAPHICALLY

- ✓ Gender
- ✓ Place where they come from
- ✓ Ethnicity and religious beliefs
- ✓ Language (mother tongue)
- ✓ Economic status

PEDAGOGICALLY

- ✓ Learning speed
- ✓ Learning styles and strategies
- ✓ Learning time (day learners and night learners)

So, their psychology is different!!

Your students learn differently…

17%

31%

52%

Flemming's VAK model

So, their psychology is different!!

Inclusive Teaching: What and What for?

Inclusive Teaching

A learning environment that promotes personal, academic and professional development of all learners irrespective of race, class, color, gender, disability, sexual preference, learning style and language

Objectives of Inclusive Education

1. Education for all
2. Protection and assurance of rights
3. Identification of skills
4. Development of social consciousness
5. Prepare for new challenges
6. Development of brotherhood
7. Improving the quality of education

Inclusive Teaching: What and What for?

Role of the Teacher

- ✓ Interaction with the family
- ✓ Use of variety of instructional strategies
- ✓ Address problems of the learner
- ✓ Develop self-confidence in learner
- ✓ Provision of special facilities meeting the individual/personal needs
- ✓ Recognition of hidden talents
- ✓ Inculcate positive attitudes
- ✓ Use of authentic assessments

Teacher must be…

- ✓ An excellent communicator
- ✓ A good leader and a team player
- ✓ A good counsellor
- ✓ Empathetic
- ✓ Sympathetic
- ✓ Knowledgeable about the current trends
- ✓ Supportive
- ✓ Kind and humorous

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Social Identity of the Learner

Social Identity of the Learner

Aspects of people's self-concept that derive from the social categories or groups (e.g., gender, race, ability, social class) to which they perceive they belong, with the value and emotional significance attached to those categories or group memberships. *[Tajfel & Turner, 1986]*

Being Sensitive to Social Identity of the Learner

- ✓ To be sensitive to issues of gender, race, ethnicity, and multiculturalism, regardless of their academic specialization
- ✓ To treat these issues as part of the teaching responsibilities
- ✓ To reflect on the own identities of the teachers/instructors
- ✓ To remove acquired biases and opinions that affect the teaching

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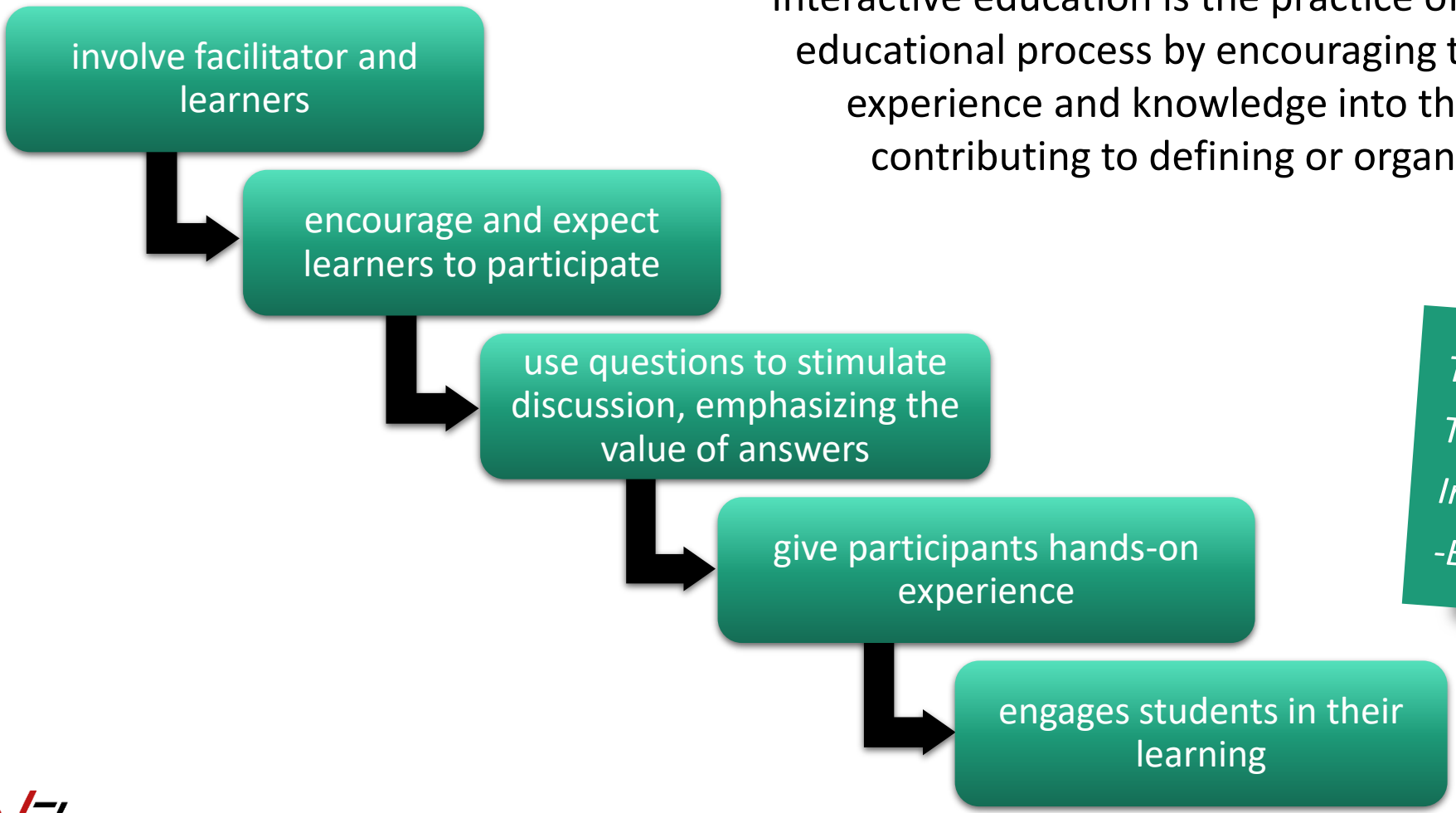
Interactive education…

Interactive education is the practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning.



Tell me and I forget.
Teach me and I remember.
Involve me and I learn.
-Benjamin Franklin

Interactive education…

- is organized to meet objectives
- builds on existing skills
- provides for a range of learning styles
- cultivates transferable, independent learning.
- uses teaching aids to gain and retain attention

Interactive education is the practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning.

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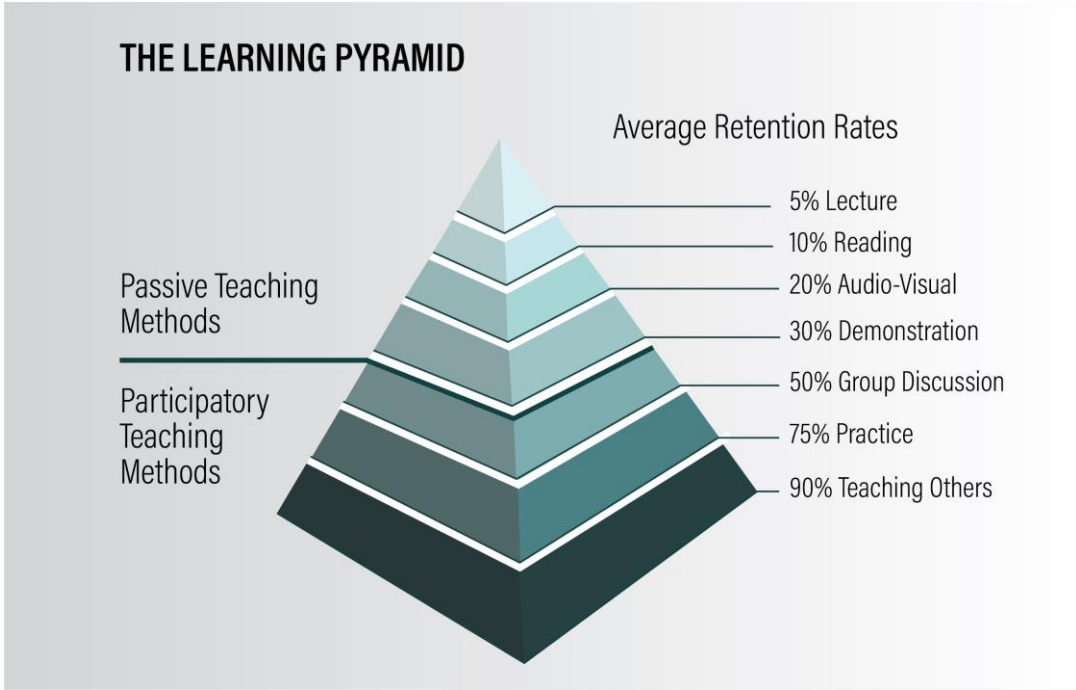
Learning pyramid

The "learning pyramid", sometimes referred to as the "cone of learning", developed by the National Training Laboratory, suggests that **some methods of study are more effective than others and that varying study methods will lead to deeper learning and longer-term retention.**

The Learning Pyramid model suggests that most students only remember about 10% of what they read from textbooks, but retain nearly 90% of what they learn through teaching others.



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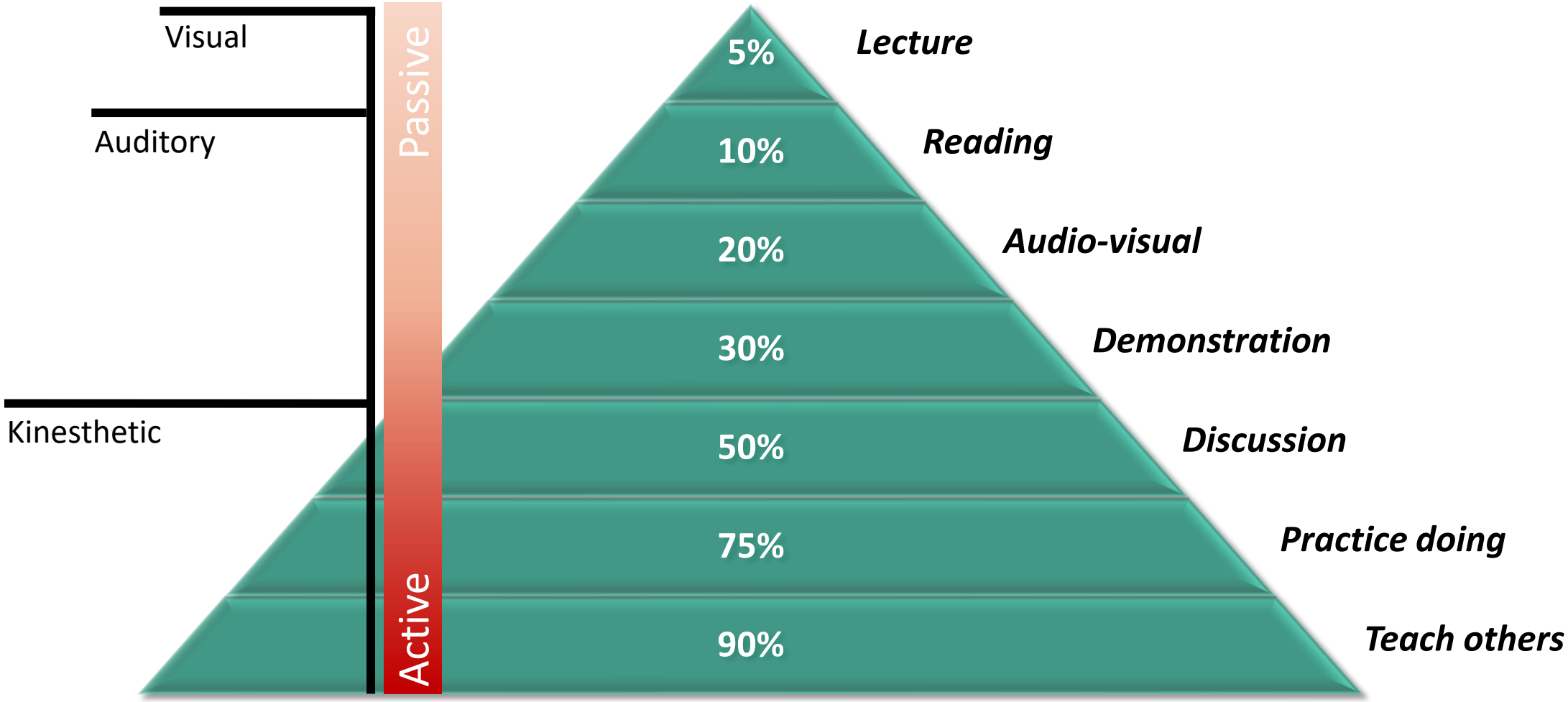
Learning pyramid



Lecturing…

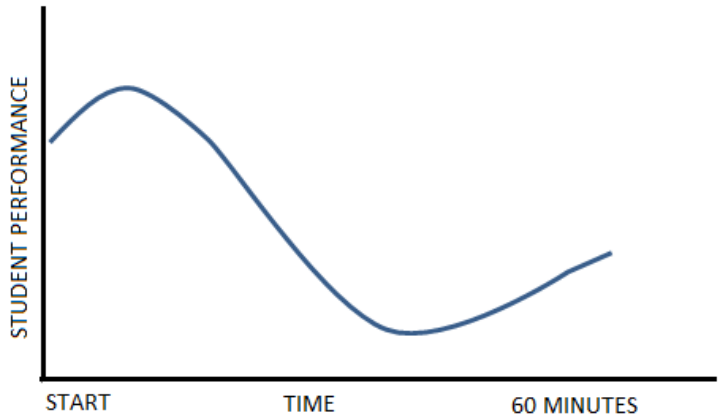
- In a lecture your learners are passive
- Doesn't guarantee understanding, no feedback from learners
- It delivers a lot of information in a short amount of time
- Conveys information that is difficult to present in another way
- Lowest retention value of all teaching techniques

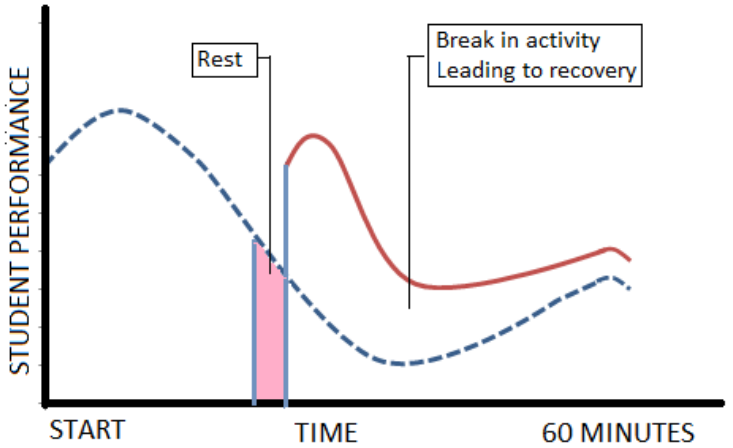
Make more interactive by involving the group by frequently stopping and asking questions
Strive for a "40% / 60% split
40% lecture/ 60% active discussion
This won't always be possible

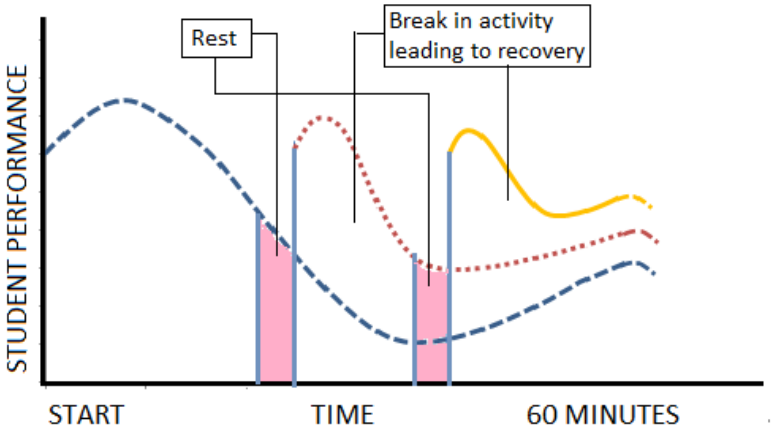
Learning curves

Research shows *(Bligh 1998)* students will:

- ✓ *Listen for only 15-20 minutes without a break*
- ✓ *Learn more when given an opportunity to process what they are learning*
- ✓ *Retain more if they review or use the information immediately after learning it*







Conclusions

REMEMBER

the key is to **vary your method of learning**. Don't assume just because the Learning Pyramid suggests that Lectures are the least effective study method for retaining information, that lectures aren't important. Lectures are still very important.
Each of the learning methods presented in the Learning Pyramid are important.

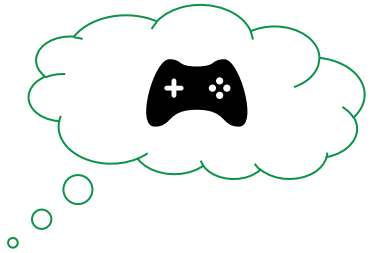
The effectiveness of any learning method, as presented in the Learning Pyramid, are also influenced by your students' unique learning style

EXCERCISE

IN GROUPS PROVIDE A LIST OF REASONS SUPPORTING THESE TWO STATEMENTS

1. **Traditional approaches to teaching have worked well and there is little reason to change**

2. **Teaching must adapt to new theories and ways of learning**



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Teaching Methods to Promote Inclusive Learning

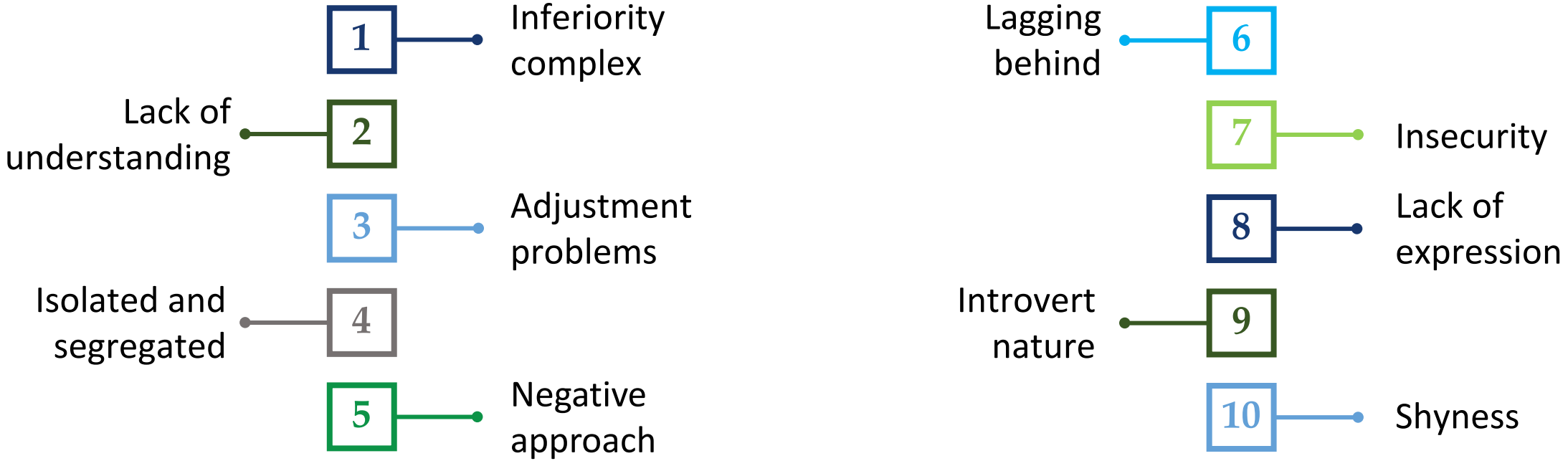
Teaching Strategies to promote inclusive learning

- ✓ *Co-operative learning*
- ✓ *Peer tutoring/ peer learning*
- ✓ *Multisensory teaching*
- ✓ *Group projects*
- ✓ *Group presentations*

Considerations for the Maximum Effectiveness

- ✓ *Classroom size*
- ✓ *Teaching/learning resources*
- ✓ *Lighting arrangements*
- ✓ *Seating arrangements*
- ✓ *Position of the teacher in the class*
- ✓ *Student : teacher ratio*
- ✓ *Attention to physical needs*

Problems faced by the learners



Challenges faced by the teachers

Challenges faced by the teacher in addressing the learners' problems

- ✓ Lack of physical facilities
- ✓ Lack of funding to implement new ideas
- ✓ Lack of trained teachers
- ✓ Social discrimination
- ✓ Emotional problems (emotional intelligence)
- ✓ Educational problems
- ✓ Inappropriate curriculum design

VS

Addressing the Challenges

We can address the challenges mainly by three ways

1. Curriculum design
2. Curriculum delivery
3. Assessments

Addressing the challenges

CURRICULUM DESIGN

- ✓ Universal Design for Learning (UDL) approach
- ✓ Simple curriculum
- ✓ Participation in games: game-based learning/ gamification of education
- ✓ Co-operative curriculum
- ✓ Multi-level and flexible curriculum
- ✓ Promotion of co-curricular activities within the curriculum

CURRICULUM DELIVERY

- ✓ Providing the teachers enough training opportunities
- ✓ Use of 'Collaborative Online International Learning (COIL)' within the course
- ✓ Embedding 'Content and Language Integrated Learning (CLIL)' in to the courses where English is not the native language
- ✓ Presenting information in multiple ways and offering multiple means of engagement
- ✓ Combine informal and formal learning

ASSESSMENTS

- ✓ 'Fair assessments' – should be fair for all
- ✓ Providing the option of a range of alternative assessments scaffolded by early formative work and timely feedback

Innovative and Sensible Teaching Strategies

- Engage in work around their personal racial, ethnic, and multicultural identity development
- Reflect on how their identities impact your teaching
- Reflect critically on what you want your students to be able to do, know, and value
- Examine the syllabus for what may be getting communicated to students
- Avoid assumptions about students' prior understanding, in terms of both foundational knowledge and tasks.
- Communicate expectations about what means to participate in discussions
- Clarify assessment criteria
- Provide students with autonomy and choice
- Offer students ways to develop competence and self-efficacy
- Offer alternative assessments that allow students to relate more clearly to the context

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Innovative and Sensible Teaching Strategies

- Offer alternative assessments that allow students to relate more clearly to the context
- Provide multiple opportunities and choices for informal expression
- Be aware of any biases or stereotypes you may unconsciously hold and treat each student as an individual
- Be attentive to terminology and model inclusive language, behavior, and attitudes
- Convey the same level of confidence in the abilities of all your students and be mindful of low-ability cues
- Structure opportunities for collaboration and interaction with peers
- Turn discord and tension into a learning opportunity
- Reflect on your own experiences as a learner and as a teacher
- Reflect on your inclusive teaching strategies
- Seek student feedback in a variety of forms
- Read inclusive, cross-discipline pedagogy literature

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Synchronous Online Learning Activities

BUILD COMMUNITY AND RELATIONSHIPS

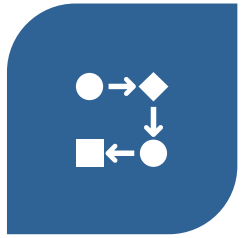
LEAD INTERACTIVE MODELING SESSIONS

DIFFERENTIATE INSTRUCTIONS FOR SMALL GROUPS

PERSONALIZED INSTRUCTION AND PROVIDE 1:1 COACHING

FACILITATE REAL-TIME CONVERSATIONS

FOSTER COLLABORATION AMONG STUDENTS



REAL-TIME FEEDBACK ON WORK IN PROGRESS

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Working in groups

1. Participants like to be actively involved and share knowledge and ideas
2. Work groups are the workhorse of interactive teaching
3. Stimulates individual input
4. Learners obtain feedback from multiple perspectives
5. Offers opportunity for peer instruction
6. Allows you to evaluate their learning

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How to utilize work groups

1	2	3	4	5	6	7	8	9
Explain the proce-dure	Form groups	Describe task	Specify a time limit	Recom-mend a process	Monitor progress	Act as a time-keeper & answer questions	Have groups report to entire group	Process the inform-ation

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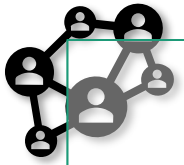
Interactive techniques

Interactive teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material.

1. Think/Pair/Share
2. Buzz Session
3. Case Study
4. Incident Process
5. Question & Answer Period
6. Short writing exercises
7. Note Review
8. Demonstration
9. Brainstorming

Think/Pair/Share (5-7 minutes)

Tell me and I forget. Teach me and I remember. Involve me and I learn. -BF



1. **Pose a question or problem.**
This should require participant to explain a concept in their own words or to apply, synthesize, or evaluate what they've learned.

2. Give participants one minute to **THINK** about their answers individually.

3. Have them **PAIR** with a partner to compare answers.

4. Ask them to **SHARE** their responses with the class.

Buzz Session (10- 15 minutes or <)

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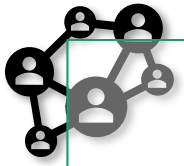


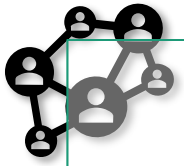
1. Divide participants **into groups** of 3 to 6 participants
   Small size of group allows each participant to contribute

2. Give the groups 3 to 8 minutes to **consider a specific, limited problem or question**
   Shortness of time requires groups to work hard and stay on target

3. Walk around the room to **answer questions**
4. Ask for **answers from each group**, or provide the answer to on an overhead/flip chart/board

Case Study

Tell me and I forget. Teach me and I remember. Involve me and I learn. -BF



1. Provide account of **actual problem/situation** an individual/group has experienced
2. Provide a **means of analyzing & solving** a typical problem
3. **Open-ended proposition** that asks the basic question

   "What would you do?"

   Solution must be practical - the best you can come up with under the circumstances
4. Effective method of **provoking controversy & debate** on issues for which definite conclusions do not exist

Incident process

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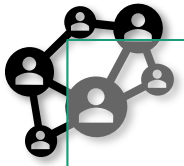

This teaching style involves a case study format, but the process is not so rigid as a full case study training session.
The focus is on learning **how to solve real problems that involve real people**—preparing your students for life beyond
your classroom.

Provide small groups of students with details from actual incidents and then ask them to develop a workable solution.

Question and Answer Period

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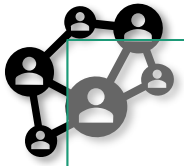

1. Allow a certain amount of **time for questions** at the beginning, middle, or end

2. Distribute **index cards** at the start of your session. Ask participants to **write down a question** they have

3. Collect the cards, mix them up, **read and answer** the student-generated questions

Question and Answer Period

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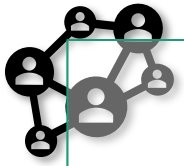
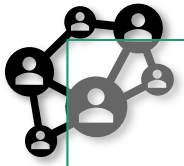


1. **Open-Ended Questions**
   - *Ask questions to get participants to think, analyze, or evaluate*
   - *Prepare questions ahead of time*
   - *Questions should not have a single, right answer, e.g., "How could this procedure be improved?" or "What problems might occur with this technique?"*

2. **Closed-Ended Questions**
   - *Have a short, definite answers*
   - *Work best when asked fairly rapidly in a series to break the participants out of a passive mode*

Short Writing Exercises

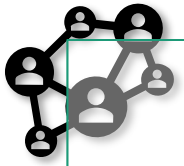
Tell me and I forget. Teach me and I remember. Involve me and I learn. -BF



1. Give participants **a card or sheet of paper**
2. Ask them to **write their responses**
3. Collect responses & **review them**
4. **Clarify** all misunderstandings & **answer** questions

Short Writing Exercises

Tell me and I forget. Teach me and I remember. Involve me and I learn. -BF



1. **Muddiest Point (10 minutes: 2 min. of writing, 8 min. of answering/discussion)**
   - *Use to immediately explain points that have not been clearly understood.*
   - *Ask the participants to write their least clear or "muddiest" point.*

2. **Three Minute Summary**
   - *Use this to clarify points and assess the depth of participants' understanding.*
   - *Ask them to summarize the key points of the seminar.*

Note Review (4-5 minutes)

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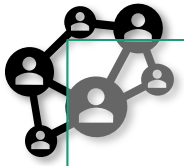


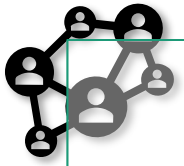
1. Give participants 3 minutes to **read their notes** thoroughly and underscore or circle **important points**

2. Mark anything that **doesn't make sense**
3. Mark the location of **missing information**
4. Circle the room **answering individual questions**

5. After they've completed the exercise, ask for questions so you can clarify questions

Demonstration

Tell me and I forget. Teach me and I remember. Involve me and I learn. -BF



Demonstration is one of the most effective teaching methods because of its visual impact. A visual presentation of one or more techniques, processes, skills, etc.
(go through the motion of showing, doing, explaining, etc.)

e.g. Teach-back

1. Divide participants into groups and assign them with a topic/question
2. Give them time to research and prepare a presentation
3. Each group presents and teaches-back to the class what they found out

Brainstorming

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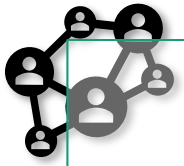

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- ✓ **Structured and unstructured**
- ✓ **Reverse or negative thinking**
- ✓ **Team-idea mapping**
- ✓ **Group passing**
- ✓ **Individual brainstorming**

Brainstorming

PRINCIPLES

1. No criticism, evaluation, judgement
2. Go for large quantities of ideas
3. Encourage wild and exaggerated ideas
4. Build on each other's ideas

Constructive feedback

Helps Learners

- *Understand teacher's expectations*
- *Evaluate their own knowledge and skills*
- *Identify strengths and weaknesses*
- *Address deficiencies*

Helps Teachers

- *Evaluate and modify teaching material*
- *Consider their teaching style*
- *Recognize student progress*

What Went Well:

Even Better If:

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Inclusive Teaching Methodologies

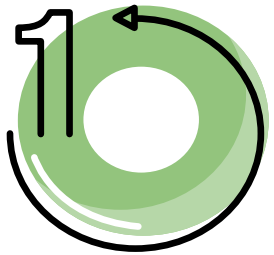
Interactive Teaching Strategies

Think/Pair/Share

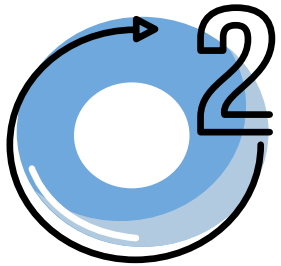
Think/Pair/Share

What is TPS?

Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject

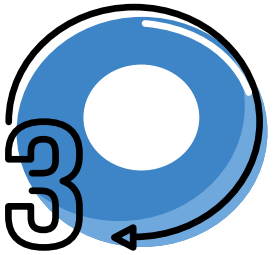


Pose an **open-ended question** for students to answer (aligned with instructional goal) and ask them to think to themselves for about a minute and **write down their thoughts**.



Ask them to **turn to the person next to them** (groups of 2 or 3 only) and **share their thought** process/answer with each other.

Prompt students to **report out on "behalf" of their group**. Summary could include differences in thought process and whether or not the group was in agreement.



Think/Pair/Share

Which Interactive Strategy you think would be more effective?

1. **Think/Pair/Share**
2. **Buzz Session**
3. **Case Study**
4. **Incident Process**
5. **Question & Answer Period**
6. **Short writing exercises**
7. **Note Review**
8. **Demonstration**
9. **Brainstorming**

1. Take notes
2. Discuss with the person on your right
3. Share your thoughts on a post it note
4. Stick the post-it note on the whiteboard

Think/Pair/Share

Which combination of methods of learning you think would be more effective?

1. ***Lecturing***
2. ***Reading***
3. ***Audio-visual***
4. ***Demonstration***
5. ***Discussion***
6. ***Practice doing***
7. ***Teach others***

1. Take notes
2. Discuss with the person on your right
3. Share your thoughts on a post it note
4. Stick the post-it note on the whiteboard

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Thank you for your attention!

Workshop - “Innovative Interactive Digital Teaching”

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