

MOOC on Inclusive Education for Children with Disabilities: Professional Development of Teachers



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BRIDGES papers 5



Chair: Anja Polajnar

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Education Status of CWDies

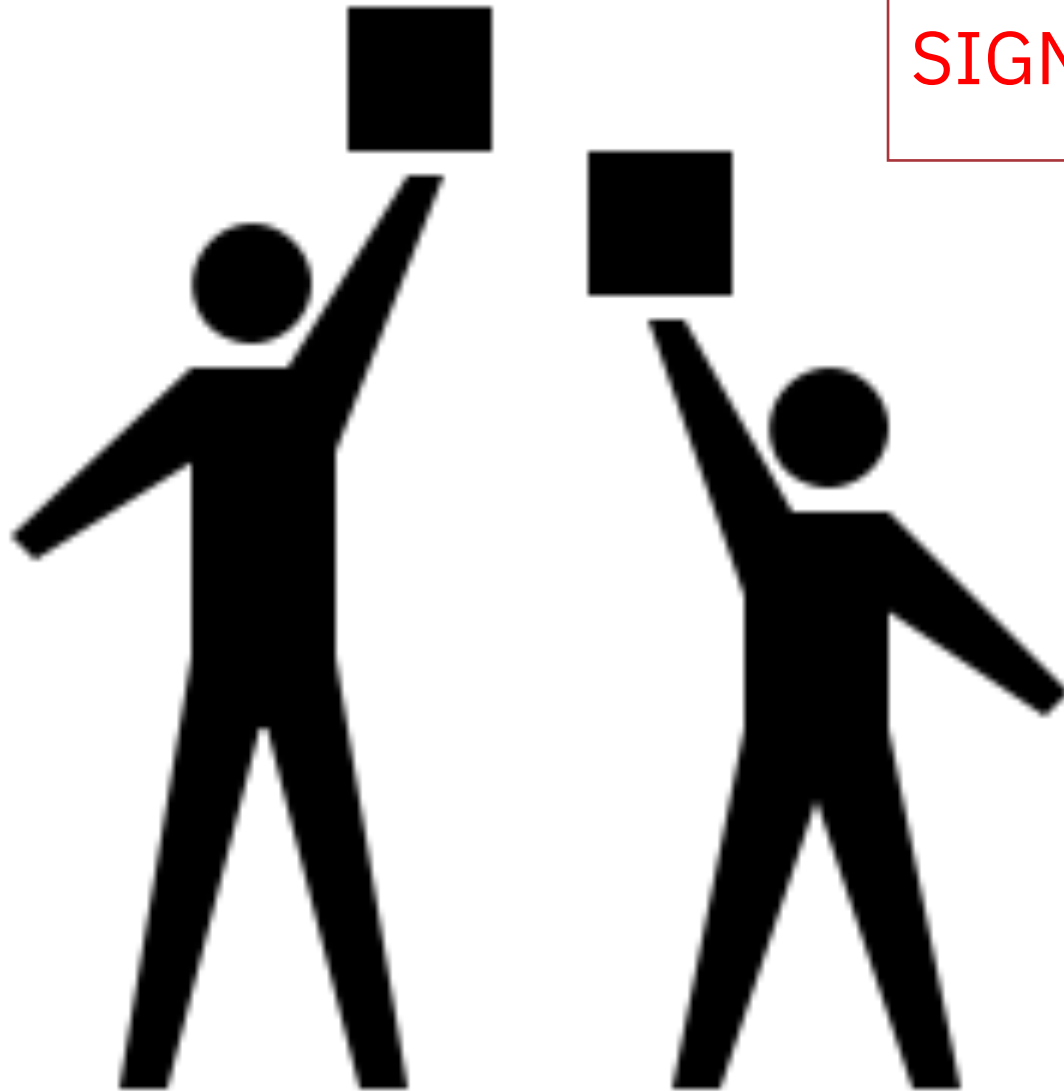
- Globally, the adjusted net attendance rate reached **87 per cent in 2019**, and about **four out of five** children attending primary education completed it.
- Additionally, over the past two decades, the number of **out-of-school children was reduced by over 40 per cent**.
- However, the **average disability gap in school attendance stands at 30%** in primary and secondary schools in developing countries.

Source:

<https://www.unicef-irc.org/publications/845-towards-inclusive-education-the-impact-of-disability-on-school-attendance-in-developing.html>



SIGNIFICANT GAP



HIGH QUALITY EQUITABLE
EDUCATION



Need

- Teachers felt **lack of practical training** and more emphasis on theoretical aspects for **lack of skill in handling children with disabilities** (Sharma, Forlin&Loreman, 2008;Mishra, et al.2018).
- Aligned with the SDG 4 goal, a MOOC on ‘Inclusive Education for Children with Disabilities’, a project for OE4BW, UNESCO Slovenia was developed in year 2021.

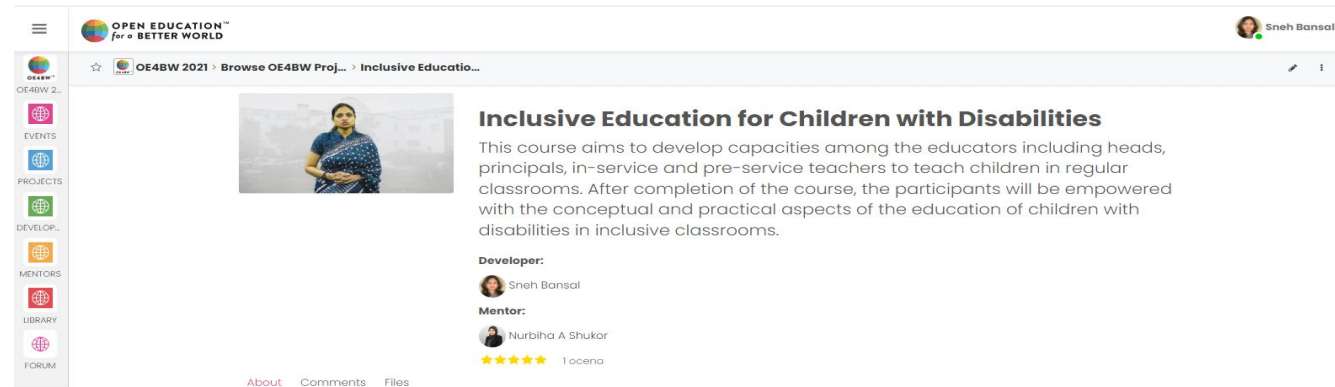
Objectives:

1. **What was the** design and course structure of the MOOC?
2. **What was the** participation and involvement level of the participants **on the exercises?**
3. **What was the** participant's perception of the course values and their professional takeaways?



Course Development

In total 319 teachers were enrolled from various geographical regions of India. Finally, finally, 115 teachers completed the course successfully and received course completion certificates (36%) since they were active participants and they did effectively respond to the obligatory assignments.



The screenshot shows the OE4BW 2021 course page for 'Inclusive Education for Children with Disabilities'. The page features a navigation menu on the left with icons for OE4BW 2021, EVENTS, PROJECTS, DEVELOP., MENTORS, LIBRARY, and FORUM. The main content area includes a profile picture of a woman, the course title, a description, and the names of the developer (Sneh Bansal) and mentor (Nurbiha A Shukor). The course has a 5-star rating and 100% completion rate.

Jeffrey (2014) found that, on average among survey respondents, **22 percent of students who intended to complete a course earned a certificate**, compared with **6 percent of students who intended to browse a course**. Nevertheless the survey conducted by Haggard, 2013 concluded the **satisfaction of nearly 90% of non-completers does suggest that non-completion cannot be taken as an indication of non-satisfaction**.

Description of the Modules with topics and learning objectives

Modules	Topic	Learning Objectives
Module 1	Concept of Inclusive Education	<ul style="list-style-type: none"> • The concept of inclusive education, • Need for Inclusive education, • The major milestone of inclusive education at the International and National (India) level, Rights of Persons with disabilities act, 2016 for the education of children with disabilities in India. • Parameters of Inclusive Education
Module 2	Inclusive Classrooms	<ul style="list-style-type: none"> • The meaning and principles of the Universal design of learning, • Strategies, and techniques to teach the children with diverse needs in inclusive classrooms, • Accommodations given by education boards for children with disabilities.
Module 3	Creating Collaborative culture	<ul style="list-style-type: none"> • The role of various professionals and collaborations for inclusive education • Comprehensive school reform, and inclusive school programme.

The Intended Learning Outcome of the MOOC

- Demonstrate an **understanding of inclusive education with reference to children with disabilities and its importance** (Understanding level of the cognitive domain)
- Know the **journey of inclusive education at the international and national** (India) level and specifically know the Rights of persons with disabilities Act (2016) in India and its implementation in schools (remembering and understanding)
- **Plan and design the inclusive lessons** based on the concept and principles of Universal Design for learning (applying)
- Examine the **Roles and Responsibilities of school personnel** for collaboration in inclusive school (Analysing and evaluating)
- **Develop an Inclusive school programme** model based on comprehensive school reform. (Creating)

S.NO.	STATEMENT	Responses		
1.	Which of the following statements best describe your definition of inclusion?	67.3% Placing every child in regular classroom with adjustments and changes	12.2% placing every child in ordinary school and special classes been conducted for children with disabilities	20.4% placing mild disabled children in ordinary classrooms and children with moderate and severe in special education programmes
2.	Developing an inclusive school requires	9.2% lots of infrastructural changes	33.7% appointment of special educators and additional manpower	57.1% change in the belief system
3.	Inclusive schools	63.9% requires increased funding	35.1% saves money	1% Is expensive
4.	Which of the following groups do you perceive shall be more supportive towards inclusive schools?	44.9% Special educators	25.5% Parents of children with disabilities	29.6% regular school teacher
5.	I would describe my training related to inclusive education for children with disabilities as	37.8% Excellent	49% Adequate	13.3% Inadequate
6.	Do you have any experience of teaching children with disabilities?	60.2% Yes	39.8% No	-
7.	I believe inclusion can be successful	21.4% Partially	78.6% Fully	Impossible
8.	Do you think changes in the education system for children with disabilities can help to change the nation in terms of inclusion and equity?	94.9% Yes	1% No	4.1% Maybe

Responses of the participants on the pre-survey form on the perception of Inclusive education for children with disabilities





What is Inclusive Education?



Additional resources-ppt



Activity 1: Understanding Inclusion



What is Universal Learning Design?



UDL lesson-sample 1



UDL lesson- sample2



Activity 2: Understanding



Activity 3: Self evaluation scale of



Quiz 1



Inclusive practices in schools



UDL-PPT1



Adaptive Assessment

MATERIAL USED IN PROJECT

- Learning material,
- PPTs,
- Reflective exercises, Quiz, Videos
- Case Studies
- Situations based analysis



concept mapping for learning- video



Activity1: Understanding the Learners in classroom



Activity 2: Types of Accommodations



Inclusive Education Model



Case study Format



Individualized Education Plan



Additional resources-PPT



IEP video



Activity 1: Developing an Inclusive School Programme



Quiz 3



Activty 3: Desienine Inclusive



Quiz 2

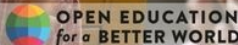
2. Participation and involvement level of the participants on the exercises

- The MOOC focussed on equipping the participants with the inclusive practices in their schools to address the needs of children with disabilities. The completion rate of this course (36%) is found more than the average rate (7.6%) across xMOOCs (Jordan, 2015)
- In total 319 teachers from different part of India registered for the course and 1170 comments of all the activities were produced by them. The participants shared their reflection on each activity with their feedback.

• INCLUSIVE EDUCATION •

FOR CHILDREN WITH DISABILITIES

a project for



Your Progress

> **Public: Free** Class 1 2021 (319 learners, 1170 comments, last active 19 days ago)

11 Pages

319 Students

1170 Comments

Student Progress Overview

Page	% of students viewed	% of students completed	Views	Comments
Introduction	99.69	50.47	3789	0
Lets Get to Know each other!	63.64	65.52	536	225
Quiz 1	52.98	51.72	984	88
Activity 3: Designing Inclusive Lesson Plan	48.28	36.99	2682	22
Quiz 2	45.45	44.51	664	70
What is Inclusive Education?	38.87	0.31	566	65
Activity 1: Developing an Inclusive School Programme	37.3	35.74	1350	23
Quiz 3	36.36	35.74	581	59

Figure : Showing total no of participants registered, comments and activities wise percentage of students completed and commented.

Mary Rajmohan
hi, I am Mary Rajmohan, Special Educator from 515 Army Base workshop High School, Bangalore INDIA.

↩ Reply 👍 Like

Amandeep Kaur
Hello, I'm Amandeep Kaur from Ambala Cantt Haryana

↩ Reply 👍 Like

Binny Aggarwal
Hi
I am Binny Aggarwal from Jalandhar Punjab

↩ Reply 👍 Like

Ashu Bali
Hello everyone I am Ashu Bali from Chandigarh

10 Administrator
Class 1 2021

View Edit

Mrs Shashi Sehgal
Good framing questions

↩ Reply 👍 Like

MS KIRAN BALI
very informative and useful

↩ Reply 👍 Like

Anita Joshi
Very informative ,quiz is totally recall of learning content.

↩ Reply 👍 Like

Geeta Malhotra
Interesting

↩ Reply 👍 Like

Figure : showing participants geographical region and their feedback on quizzes of each module

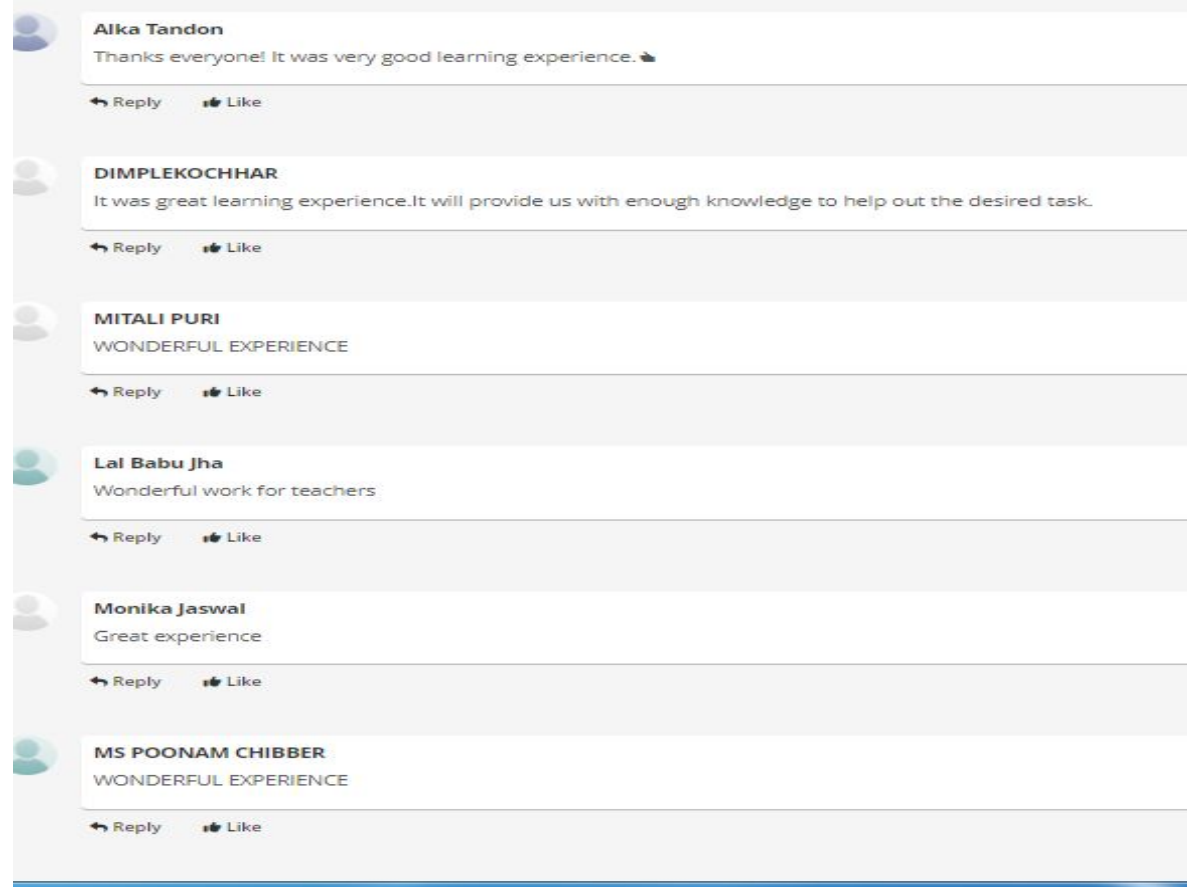
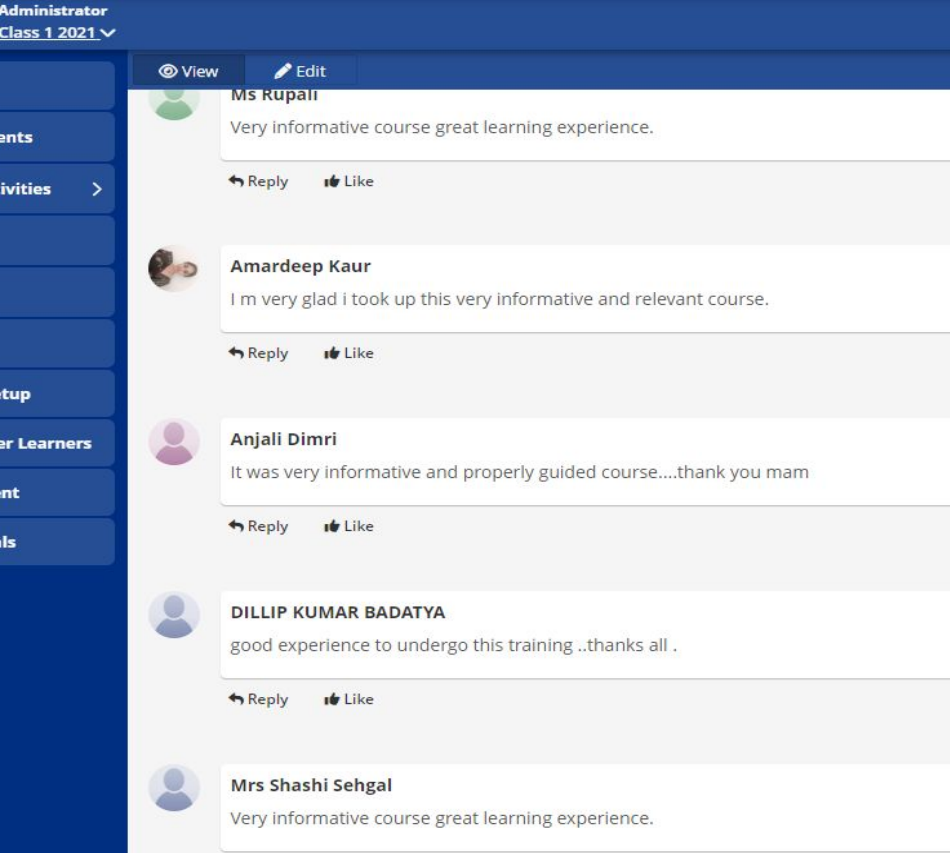


3. Participant's perception of the course values and their professional takeaways

- Of the total 115 participants who had received the course completion certificates, approx. 50% (n= 54) of the participants who were quite active throughout the complete course elicited their overall experience and perceived improvement in the understanding of inclusive education through survey form.
- The percentage of respondents who filled the survey form included 72.2% of general teachers, 11.1% were special educators, 5.6% were teacher trainees and 11.1% were head/ principals/ administrators.
- The participants who have completed the course reported the course as knowledgeable, relevant, practical, insightful and developed skills to teach children with disabilities in schools.

- The course seemed to achieve the intended learning objectives in terms of effectiveness, 83.3% of the participants rated it very effective and 14.8% considered the course as effective.
- 90.7% of the participants strongly agreed the content was well organized and systematic with 85.2% strongly agreed the learning material was comprehensive and helpful.
- However, 74.1% of the participants strongly agreed that the Reflective and assignment exercises were sufficient with 87% strongly agreed that the assignments and exercises were related to the learning outcomes.

- The participants expressed the course as **informative, relevant, well explained** videos, content , format of IEP ,Case study, the lesson planning, Easily accessible and understanding, Clearly explained, know about the inclusive education and how to helps students with different disabilities, **challenging quizzes, interesting subject matter, imparted knowledge about teaching strategies, like learning by doing methodology, Elaborative and Effective Material, objective based assessment, developed as per the needs of the current educational setup with illustrations** . The responses were good evidence that broadly the course received the resounding appreciation of the respondents.
- The participants also valued and expressed their appreciation and understanding of the inclusive education in the **discussion forum** after they completed the course which was evidence as screen shot of the discussion forum.



Screen shot showing comments of the participants on the course

I am very glad to be part of this amazing learning opportunity. The course material is planned very immaculately, concretely and in simplest way to understand with highlighted points, flow charts, suggestions and examples. The activities provide a great platform to have a self-assessment and gives ability to practice what has been learnt through the module. The elaborately designed lesson plans give an insight to bring things in action. I personally got too connected to the IEP video of Mrs.Sneh bansal. She has presented it most simplest manner. Thanks for the same mam. And finally the quizzes provided become a great booster and motivator, especially when answers come up to be correct .

Final Thoughts:

- Global survey of professionals, focused mainly on disability-inclusive education, in which one-third of respondents reported that inclusive education had not been covered in their pre- or in-service teacher training courses (Pinnock and Nicholls, 2012).
- Despite these challenges, children with disabilities are more likely to stay enrolled when provided with meaningful, quality relevant education.
- Hence, there is a need to develop OERs which support the professionals and teachers to develop knowledge and skills to place children with disabilities in the normal school set ups.



- The co-learning / collaborative model used in the development of this free and open MOOC can reach every corner of the world and make a contribution in achieving the sustainable development Goal 4.
- The new ever emerging and dynamic needs of the educational world is the MOOCs which are free and open to use so that it can directly benefit the learning community and develop capacities among the academicians to achieve inclusive and equitable society by focussing on 'Education for All'.

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Thank you....

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