How to Create Inclusive Classrooms with UDL

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Abstract

This paper analyses the problems in inclusive education classrooms and introduces the components of inclusive education and inclusive pedagogy. The use of inclusive pedagogy to create inclusive education classrooms is discussed. It concludes with an analysis ofthe pros and cons of inclusive pedagogy and identifies areas for improvement.

Keywords

Inclusive Education; Inclusive Pedagogy; UDL.

1. Introduction

According to Fullan (2001), the principal objective of education is to alter students' lives and assist in developing citizens capable of living and working successfully in an increasingly complicated society. This concept is general and encompasses all students. It is essential to understand that each student is an individual and has different physical and psychological. The Universal Declaration of Human Rights (1948) is an example. Everyone has the right to pursue formal education. It does not matter what race, sex, colour, religion or language you are; as long as you are human, you have this right. Ensuring educational fairness has been a long path. However, the Incheon Declaration, announced at the World Education Forum in May 2015, re-energised worldwide efforts to promote education for all, with a renewed focus on inclusion and equity in education. When discussing inclusive education, special education is often mentioned. According to Florian (2015), in its broadest sense, special education is educational assistance that is distinct from or in addition to what is normally offered to others of comparable age. Its purpose is to offer intervention and assistance for students with special needs that are not fulfilled by the standard curriculum. This indicates that special education is about delivering a customised education for an individual, which is incorrect or insufficiently broad. Inclusion encompasses a broader spectrum of learners than those classified as having special educational needs, according to Young Views on Special Needs Education (2005). It is worried about any students who are in danger of being excluded from educational opportunities, which might lead to failure in school. Furthermore, the purpose of inclusive education is to increase access to education while also encouraging full involvement and chances for all learners who are at risk of exclusion to achieve their full potential. To accomplish the inclusive education aim of 'raising participation and minimising exclusion,' particular strategies are required. Inclusive education encompasses both inclusive teaching and practice. According to Mintz (2015), there has been a growing emphasis in policy and practice on embracing inclusive pedagogy as a means of rethinking how schools deal with students with special educational needs (SEN). Loreman (2017) asserts that inclusive pedagogy emerged in the late twentieth century, primarily due to the special education paradigm. In contemporary classrooms, when children's demands are becoming more varied and complicated, one effective strategy for managing difference is to use inclusive pedagogy. This is because an inclusive approach to education does not neglect the individual diversity that exists within a group of pupils.

Bear in mind that some 'labels' used in the classroom might cause youngsters to feel marginalised and undervalued. Loreman(2017) illustrates that inclusive education may be

thought of as reducing obstacles to participation. This one aim may be achieved via the use of inclusive pedagogy. In other words, inclusive pedagogy provides a chance to recognise the group and individual diversity while also promoting children's access to high-quality higher education opportunities.

2. Contextualisation

There is a growing emphasis on inclusive education in China in the context of the strong development of inclusive education. For pupils 'with special educational needs (SEN). China has introduced a policy called 'Study with the Classes'. According to zhu (2019), the placement of children with special needs in classes refers to how children with special needs are educated alongside ordinary children in ordinary schools in China. The "placement in classes" policy is a form of IEPs. According to Alves (2018), IEPs, Individual educational programmes (IEPs) were created in the 1970s in the US to "allow" children with "special educational needs" (SEN) to participate in the classroom. In 1989, China began a pilot project in 17 counties and districts in five provinces and cities, Beijing, Zhejiang, Jiangsu, Shandong and Liaoning, to follow the classroom (Tang, 1989). According to the National Education Development Statistics Bulletin (2016), the enrolment rate of students attending classes with special needs has reached 56% of the total number of special needs students.

This paper is based on Feng's (2018) study. This paper analyses the policy of "attending classes with students" based on Feng's (2018) observation records. The observations are divided into 'collaborative' and 'self-help' classroom observations. Feng (2018) illustrates that 'collaborative' classroom observation requires the teacher and the teacher listening to the lesson to go through the process of discussing the objectives of the observation before the lesson, recording the teaching events during the lesson, and exchanging ideas in depth after the lesson, to identify teaching problems in time, clarify the best teaching path and improve teaching behaviour. For example, the teacher asks students to give examples of decimal addition and subtraction in their lives; one of the students responded that decimals are used to add and subtract things in the student supermarket, and another student responded that decimals are used to add and subtract things when buying stationery. After this, the teacher did not give a specific response because it was SEN but responded with 'anything else. The teacher did not treat the SEN student in a particular way but rather uniform. In the second example, the teacher asked the students to conduct a 'sand pouring' experiment using cups with 'equal bases and heights' of cylinders and cones. After the experiment, the teacher asked the students how many times they had poured. Students work in groups. One regular student poured three times, but the SEN student had a different idea: he felt that there were not exactly three times, but a bit was missing. Another regular student thought that the sand had to be filled to the top.

The teacher appreciates the student's inquiry and, by asking other students about the experiment, the SEN student understands that there is an error in the experiment. It focuses on a particular aspect of classroom teaching, a specific teaching method, and particular students' behaviour. It focuses on the details of classroom teaching. For example, in a mathematics classroom, when investigating the relationship between the sum of two sides of a triangle and the third side, the teacher asks special students to work in groups to compare the sum of two sides with the size of the other side. The teacher asks special groups of students to compare the sum of two sides with the other side. The teacher walks up and whispers to one of the SENs to discuss this. This student does not participate in the collaboration but stays quiet. On questioning, the student thinks he can determine this orally by adding the two shortest sides together and comparing them to the longest side. This detail showed that the SEN student was also thinking about the question posed by the teacher but said that he was a little passive in his approach to the lesson and was not motivated to collaborate.

3. Current Challenge

According to Zhang (2020), the ineffectiveness of accompanying children to classes is often the result of insufficient resource support. Although ordinary schools have begun to transform themselves, such as building resource classrooms, equipping resource teachers, training integrated education teachers, and building accessible environments, they are still unable to meet the needs of exceptional children, mainly in three ways.

According to the National Education Development Statistical Bulletin (2019), the number of full-time teachers in special education has been increasing since the founding of New China, reaching 62,400 in 2019, 13 times the number in 1980, 4.5 times the number in 1990, 1.95 times the number in 2000, and 1.9 times the number in 2010. However, the growth rate does not match that of special education students, and the teacher-to-student ratio is seriously inadequate. For example, the teacher-student ratio in special education was 1:6.9 in 1980, 1:5.2 in 1990, 1:11.8 in 2000, 1:10.7 in 2010, and 1:12.7 in 2019.Although this data includes all the students who attend classes and those who are sent home, it cannot be denied that special education teachers have been a shortfall in development. The number of full-time teachers has been a shortcoming in development. The lack of dedicated teachers in special education directly impacts the resources available to support the children in the classroom. At the same time, there is also a shortage of resources for public school teachers. Very few schools have full-time resource teachers, meaning that a sufficient number of accompanying classroom teachers is a central issue in current development.

Secondly, professional support is inadequate. Peng (2021)illustrates that many public schools are already building resource classrooms, but there are significant gaps in the specialisation and specialisation of resource teachers. For example, resource teachers are generally part-time mental health teachers and life teachers. Few of them are full-time resource teachers who are unable to implement full-time management of exceptional children; resource teachers have insufficient extraordinary education capacity and are not competent in developing individualised education plans and simple rehabilitation training; and they are not given institutional advantages in terms of workload recognition, title evaluation.

Thirdly, the school system and environment are not sufficiently built. Zhu (2019) argues that no inclusive education system is built to form a whole-school inclusive model in most ordinary schools, which is very detrimental to the inclusion of exceptional children in classes. Although the state has made a series of policies at the top level, for example, to address the lack of specialisation and actively promote special education schools to dock and radiate to the surrounding ordinary schools, it has dramatically increased the workload of special education teachers and the resource burden of special education schools. In addition to this, there are no uniform norms on how and when to develop individualised education plans, the process and content of such plans, and the fact that most of the individualised education plans developed have become a piece of paper without actual implementation and practical evaluation. These problems urgently need deepening education and teaching reforms and system construction in the accompanying classes.

4. Using UDL to Create Inclusive Classrooms

One of the critical inclusive pedagogies is Universal Design for Learning (UDL). Sokol (2015) illustrates that UDL is an educational concept that aims to offer all students equal opportunities to study and succeed. According to CAST（2018）, UDL is based on research from various domains, including neuroscience, learning science, and cognitive psychology. It is based on ideas like "optimal developmental zones," "scaffolding," "mentoring," and "modelling."In other words, UDL can be understood as a framework, a kind of framework built around the brain.

According to Loreman (2017), UDL is a highly adaptive and fluid pedagogy that is founded on three principles: (a) numerous modes of engagement, (b) multiple modes of representation, and (c) multiple modes of action and expression. UDL is, therefore, very flexible and helpful in creating inclusive classrooms. The shortcomings of the 'drop-in' policy mentioned above are the rigidity of the educational classroom, which UDL can address very well.

The first aspect is 'engagement', in other words, stimulating students' interest in learning and telling them why they want to learn. Loreman（2017）argues that facilitating diverse modes of interaction entails identifying student characteristics and tailoring education to the vast range of interests, skills, learning styles, and other factors in a classroom. This can be an excellent way to develop motivation and initiative in students. CAST（2018）argues that Emotion is a critical factor in learning and learners differ significantly in how they engage or motivate their learning. Some students like unpredictability and novelty, while others dislike them or are even terrified by them, preferring a tight schedule. Each learner's particular understanding of what motivates him or her, whether intrinsic or extrinsic, is a crucial component of self-regulation. Learners must be able to make achievable personal objectives and build a positive conviction that their goals can be reached to attain this. For example, grading gauges can be established to focus on targets, rate students' performance, reward good academic performance and set role models. This way, students will learn from the good students, thus increasing motivation and drive.

The second aspect is 'presentation', which tells students what learning is and what they are learning. According to CAST (2018), learners have different perceptions and understandings of the information they offer. In other words, no one representation is optimal for all learners. According to Loreman(2017), This concept focuses on communication and the necessity for both instructors and students to think about how to communicate effectively with groups who have a variety of communication styles and receptiveness. For example, we can use images, graphics, animation, video or text to aid communication and 'body language. Ensure that all learners have equal access to information.

The third aspect is 'action and expression', which shows students how to learn. In this area, the teacher is crucial. CAST (2018) believe learners' capacity to navigate the learning environment and articulate what they know varies. Meyer (2016) argues that teachers may help students with executive functions by creating goals, organising lessons, and building task-oriented tactics. Teachers can assist students in developing the skills and methods necessary to keep track of their development. For example, teachers create a profile of the SEN student, write the student's needs into the profile, teach from the profile, set up lesson plans and create teaching programmes. Each SEN student is very different. Individuals with significant motor limitations (e.g., cerebral palsy), those with strategic and organisational challenges (executive dysfunction), those with linguistic difficulties, and others approach learning activities in very diverse ways. Some persons communicate themselves effectively in written materials but not in spoken language, and vice versa. This approach can be beneficial for SEN students.

5. Challenges in Using UDL

The use of UDL does not address sufficiently the Stigmatization of SEN students. Goffman (2009) illustrates that stigmatisation is the attribution of dishonourable characteristics to an individual. Peng (2021) argues that imprinting such 'characteristics' becomes a process of social-symbolic interaction, thus implicitly imposing social micro-adjustment. Prejudice or discrimination against people or groups with a particular imprint gradually develops in people's perceptions. In the process of social stratification and differentiation, SEN students' perceptions of identity perpetuate stigmatised social marks, according to peng (2021). The various inconveniences associated with impaired bodily functions are most likely to trigger

children's curiosity. Facilitation is most likely to trigger children's curiosity. Emotional and behavioural problems are the most troubling issues in the inclusive classroom, such as disrupting class order, disturbance of others' learning, and imitation of ordinary children's behaviour. In particular, creating a profile of SEN students, as mentioned above, is beneficial to their learning. However, it indicates their 'specialness', thus exacerbating the harmful effects of stigmatisation. This is compounded by the fact that ordinary children are prone to a psychological bias towards the identity of SEN children due to a combination of positive and negative peer interaction, classroom climate and teacher dominance.

The second is the excessive demands placed on teachers and the inability to ensure the quality of teachers. In addition, Florian (2011) argues that the most challenging issue for instructors who want to become more inclusive in their profession is that they are aware of all the information related to SEN and need to ensure the quality of their specialist subjects. To become more inclusive in their profession is learning how to accept and react to human variations in ways that include rather than exclude learners from What is ordinarily accessible in the classroom. This significantly increases the educational burden on schools and harms the implementation of UDL.

6. Conclusion

This article analyses the SEN students in Feng's (2018) observation records and describes their performance in the classroom. Although the Chinese government's policy of "learning with the classroom", which is based on inclusive education, has generally achieved the goal of "increasing opportunities and reducing exclusion", there are still many shortcomings in the concrete activities. There is a tendency to seek the optimal solution, but this is often not the case. This does not mean that we are doing nothing on the road to inclusive education, and it means that we need to work harder on the road to inclusive education. Inclusive education has evolved and progressed from the IEPs to UDL, ID and IPAA. In my opinion, we can stick to the UDL approach, by Multicultural Diversity and Special Needs Education (2009), In order for teacher trainers to conduct initial and In order for teacher trainers to conduct initial and in-service teacher education programmes that enhance excellence in inclusive education, teacher-training systems should give chances for training pathways and possibilities in inclusive education. This means that by working together, the issue of teacher quality can be addressed, and the proper implementation of UDL can be guaranteed. This means that by working together, the issue of teacher quality can be addressed, and the proper implementation of UDL can be guaranteed. As a result, cross-cutting legislation should provide services that aid in the growth and process of striving for inclusion in education. This means that we need the force of law to protect inclusive education, protect the rights of SEN, and raise all students to be able to live normally in this society.

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