

The Development of Students with Special Education Needs (SEN) Learning in Regular Classroom (LRC) Curriculum in China and The Use of Universal Design for Learning (UDL) to Create Inclusive Classroom

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Abstract

This paper analyses the problems in inclusive education classrooms in the context of Learning in regular classroom (LRC). Using constructivism as an entry point, the paper illustrates the similarities and differences between inclusive education and traditional education. The paper concludes with an analysis of the pros and cons of the inclusive education approach, using the UDL teaching method as an example to identify problems and point out areas for improvement.

Keywords

Inclusive Education; Inclusive Learning in regular classroom; Special educational needs; UDL.

1. Introduction

According to Li (2015), in 1986, the Chinese government considered and attached importance to compulsory education for students with disabilities by the Compulsory Education Law of the People's Republic of China. In 1994, after a preliminary experimental exploration, to regulate and further promote it, China issued a "Trial Measures on the Development of Class Attendance for Children and Youth with Disabilities", which formally introduced the In 1994, after some initial experimental exploration, China introduced a trial scheme for the development of classroom education for children with disabilities, which formally introduced the "learning in regular classroom (LRC)" format of special education. Li (2015) states that all mainstream schools have been required to accept students with disabilities since 2001. According to Yan (2016), students with special educational needs (SEN) are usually allocated to the school of their domicile through the admissions system when they enter primary school in kindergarten. These SEN students are not segregated into special classes within the school but are educated alongside their peers. Students with special educational needs are usually allocated to secondary schools with low academic achievement and generally perform less well.

According to Li (2015), in 1993, only 6.88 million children with special needs enrolled in classes in China, increasing to 250,000 in 2001. The number of children and adolescents with disabilities studying in ordinary primary and secondary schools has consistently accounted for more than 50% of the total number of students with disabilities. In China's development pattern of "class attendance and special education classes as the mainstay and special education schools as the backbone", class attendance has become the mainstream method of educational placement for children with disabilities, occupying an increasingly important position and role. According to Yan (2021), To help teachers implement this inclusion policy, the Education Department has subsequently funded the following levels of support in each mainstream school: 10%-20% of teachers in each mainstream school will undertake awareness training for SEN students. In addition, each mainstream school will send a minimum of 4-7 teachers to attend targeted training. In practice, this situation may leave 90% of the teachers in the classroom

without support. Another notable limitation is that only regular teachers can attend these in-service courses, and there is no provision to support teachers in providing music services for students with SEN.

Following the introduction of the LCR in 1994, Peng (2021) found that while Chinese teachers recognised that using teaching methods in the form of modified teaching styles to cater for students with special educational needs was practical, it was limited in the regular classroom setting. Feng (2018) reports that SEN students have PROBLEMS with academic learning and peer relationships. Feng (2018) informs that teachers assist SEN students in learning at the primary level mainly through general student assistance rather than changing the teaching model.

According to Sullanmaa (2019), school reform, including curriculum reform, often fails to have the intended influence on classroom practice. Between the proposed curriculum and the actual curriculum, there are significant variances. The Chinese government's response to the Chinese context is the LCR curriculum. According to Sullanmaa (2019), curriculum coherence refers to a feeling of direction and purpose in the curriculum, such as the connection between instructional activities and learning goals and the sequential organisation of learning experiences. According to Sullanmaa (2019), curriculum coherence is a complex structure dependent on the coherence of the aims pursued and the intended consequences of the curriculum and the coherence of the parts of the curriculum. According to Deng (2009), curriculum objectives are the long-term educational results that a school system hopes to attain via its curriculum. The curriculum gives a clear and consistent direction for educational stakeholders and practitioners and may help them communicate more effectively. Teachers and pupils, for example. Teaching and learning are essential elements of the planned curriculum, but they are frequently overlooked in favour of goals, objectives, levels of accomplishment, and material. However, it takes on a new significance when the planned or written curriculum is implemented.

2. Constructivism Learning Theory

According to Chen (2007), constructivism emphasises the interaction of internal and external components. Chen (2007) argues that children's cognitive structures are built as they learn from their surroundings. He argues that children's cognitive systems are continually built as they learn from their surroundings and that learning begins with exploration. According to Yan (2013), knowledge is formed when a subject interacts with an object. New experiences build on previous ones to gain meaning but also enhance, modify or change them. This is a dialogue. Learning is, therefore, a subject-object construction. According to Austin (2001), culture and language shape children's thinking and how instructors and peers help them to acquire new competencies. According to Chen (2007), children's developmental stages can help teachers to organise learning, link it to prior knowledge and experience, and use the natural environment as a learning opportunity. The developmental stages can help teachers manage to learn, connect it to prior knowledge and experience and use the natural environment as a learning opportunity.

According to Chen (2009), knowledge is not a precise representation of reality; it is merely an explanation, hypothesis, or hypothesis of the objective world; knowledge is bound to change, subliminate, and rewrite with the progress of human beings, new illustrations and assumptions emerge; knowledge also cannot summarise the laws of the world with absolute accuracy; knowledge is not the answer to a question; knowledge is merely an explanation, hypothesis, or hypothesis of the objective world. Knowledge does not accurately describe the world's rules or provide solutions to every problem. While language gives knowledge a structure, and when propositions are more widely agreed upon, it does not mean that all learners understand the

information the same way. According to Lu (2009), contextualisation and individuation generate wisdom. Remember that knowledge is a process of constructing meaning by the cognitive subject and that no human knowledge is objective. Including truth, scientific knowledge represents reality more accurately, focused on roughly comprehending scientific and book information.

According to Chen (2007), all knowledge in constructivism comes from the cognitive activity of the individual and understanding is gained through experience. Therefore, students do not merely transmit knowledge but develop information. Rather than passively absorbing knowledge, learning is an active process of constructing meaning from personal experience, others (including tutors and learning partners) and relevant learning resources. Yan (2013) argues that learning is a two-way interactive process between the learner and the learning environment. Therefore, constructivist learning theory analyses the following elements. (1) Case. Students must be encouraged to create meaning in the classroom. (2) Collaboration We learn collaboratively. Teamwork is needed to develop and test hypotheses, measure learning outcomes, and provide a sense. Every collaborative effort is required. Learning teams must decide how to accomplish what is needed. Collaboration is a dialogic approach that shares each learner's ideas (knowledge) with the whole learning community. According to Shen (2005), meaning is generated to grasp better what is being taught, its rules and the internal connections between it and other objects. When students make meaning from their own experiences, they learn more than they would if they were to memorise and repeat what the teacher has taught them. It improves the learner's ability to construct meaning rather than imitate the teacher's mental processes.

Educators should assist students to 'grow' new knowledge from existing knowledge. Chen (2009) believes education is knowledge transformation rather than data transfer. Wilhelm (2021) argues that teachers have negative attitudes towards inclusive education. Although some teachers have positive attitudes toward inclusive education, they do not like having SEN students in their classrooms (Wong & Chik, 2016). Loreman (2017) argues that these attitudes are partly because mainstream teachers do not feel they are prepared to teach SEN students and do not have sufficient training and competence to implement inclusive education. Florian & Black-Hawkins (2011) found that SEN-trained teachers were more confident handling SEN students in inclusive classrooms. According to Chen (2009), To help students improve or change their understanding of the phenomenon, the teacher should respect the student's understanding. Constructivism promotes self-awareness through the creative process. Students are active learners and creators of knowledge. Constructivism emphasises respect for students' subjective awareness and creativity in the educational process. Teaching should involve students' prior knowledge, life experiences, motivations and emotional states.

3. Critical Thinking About Constructivism

As part of the LCR curriculum change, SEN kids are given the same learning surroundings and learning styles as other students. In other words, SEN pupils are taught like other students. A guiding idea for teaching and learning activities has been developed to foster students' ability for self-directed learning and creation. Constructivist teaching and learning theory has been influential in educational reform, although there are several tensions and undesirable tendencies. First, the constructivist approach to teaching and learning focuses on the student but ignores the teacher's guiding role; second, it focuses on the teaching process rather than the analysis of teaching objectives; and third, it focuses on the learning environment rather than the design of the learning environment—overemphasis on learning environment design, neglecting autonomous learning material design, etc. To effectively serve our educational

reform initiatives, we must examine the constructivist education philosophy. Here we explore three aspects of the contradiction between constructivism and traditional teaching methods.

3.1. Constructivism vs traditional teaching

According to Ding (2013), most teachers and educators are trained under the teacher-centred teacher-tell, student-listen education model. They, therefore, find it difficult to adapt or switch to their original thinking about teaching and learning for a while. Even if they could, their approach would not be purely constructivist. Students are influenced by their teachers, who prepare lessons using long-standing traditional ideas. In today's classrooms, traditional teacher-centred teaching still exists. Ding (2013) believes that the quieter and tidier the classroom, the better the learning activities for the children. The teacher is the authority in the school, students are given the same tasks, uniformity is ensured, and rules and regulations are the same everywhere. According to Ding (2013), students become highly dependent on critical and creative talents due to the instructor's lack of critical, sceptical and creative attitudes. They are therefore in conflict with the principles of constructivist teaching and learning.

3.2. The contradiction between constructivism and traditional teaching

Constructivism and traditional teaching methodologies are at odds. According to Ding (2013), many teachers lack teaching competence. Lesson plans illustrate the tension between constructivism and conventional teaching techniques. Learning is an active process where students develop knowledge rather than merely receive it from the teacher or books. Teachers' teaching approaches should attempt to match rather than encourage and control students' thinking. Finally, seeing the classroom illustrates the friction between constructivism and traditional teaching methods. Constructivist education enables students to build knowledge autonomously and supports collaborative learning. Instructors must thus be able to monitor and manage a decentralised learning environment.

3.3. Constructivism vs. Management

Management must be revised significantly because constructivist education theory offers much more than traditional education theory. According to Yao (2013), teaching activities can be changed; several courses can be integrated for teaching objectives. This creative approach increases the curriculum's relevance and the effectiveness of teaching and learning. However, as the constructivist approach allows more time for student problem solving and teacher assistance, this new approach to teaching and learning may require longer classroom time than allowed. Lesson plans and timetables will need to be rearranged, and instructors will need to work with other teachers to address this issue. In addition, many teaching assessments are problematic because new assessment techniques and classical assessment criteria are sometimes inconsistent and incompatible in practice.

4. Learner-centred Curriculum Theory and Critical Thinking

Nunan (1995) argues that teachers should "narrow the distance between the learning process and the classroom instruction" in guiding learners to learn a foreign language to develop and nurture autonomous learners. He puts forward the "learning centre" theory, stating that "learner-centredness" concerns the learner's ability to become consciously familiar with and control the learning process. According to Wang (1999), its core idea is "the ability of learners to make rational choices about the place, content and process of learning". This ability helps the goals and plans set by teachers and instructional administrators to be implemented in teaching and learning.

Gu (2002) argues that the learner is the subject of cognition and the active constructor of the meaning of knowledge; the teacher only helps and facilitates the construction of meaning by

the learner. Therefore, the current syllabus design for teachers must emphasise 'learner-centredness', highlighting the leading role and responsibility of the learner in the learning process. In contrast, the teacher is only the guide of the learner's learning experience, learning process and learning content. In the modern curriculum, "teachers are not so many transmitters of knowledge as facilitators of learning". According to BJHM (2009), one of the main functions of the curriculum is to provide a framework or design that enables learning to take place. The course syllabus design based on learner-centred curriculum theory is more appropriate for use in the LCR as a course. In particular, students need to be considered for their different needs. In a real-world teaching environment, other SEN students have different needs. Using student-centred curriculum theory to design the course syllabus can be an excellent way to address the needs of SEN students.

However, there are some disadvantages to using learner-centred theory. The actual content is not hastily codified, and the demands on teachers are higher, especially for SEN students, requiring a certain level of professional skills. Peng (2021) argues that many public schools are already building resource classrooms, but there are significant professionalisation and specialisation of resource teachers in the gaps. Conclusion and too much reliance on student-centeredness can lead to students' indulgence and weaken the teacher's role. And it can lead to consuming too much practice and inefficiency, thus failing to complete the educational content and achieve the educational objectives.

5. Maslow's Hierarchy of Needs Model With Practical Application in the Classroom

According to Yao (2013), Maslow classified needs into five categories: physiological needs, safety needs, social needs, respect needs and self-actualisation needs, in order from lower to higher levels, and psychologically analysed and treated according to the different needs of people in society. Maslow's Hierarchy of Needs is now widely used in the study and practice of organisational motivation and the education of students. Maslow's needs include the following: Firstly, physiological needs. Needs such as food, clothing and shelter are physiological needs, the lowest level of need. Survival needs are the basic needs that must be met before people can move on to higher levels. Secondly, security needs. Security needs include personal safety, stability in life and freedom from pain, threat or illness. Safety needs are a higher level of needs that arise after physiological needs have been met, and people do not have higher-level needs until they have been met. For teachers, security needs are security and stability, health insurance, unemployment insurance and retirement benefits. For many students, security needs are expressed in a safe learning environment. Thirdly, social needs. For example, the need for friendship and affiliation is a social need that becomes apparent and motivating when physical and security needs are met. Suppose students' or teachers' needs for friendship, affection and affiliation are not met. In that case, this can impact students' and teachers' morale, leading to high absenteeism, low learning and teaching effectiveness, dissatisfaction and low morale. Fourth is the need for respect.

Respect needs are twofold: a personal sense of achievement or self-fulfilment and the recognition and respect of others. A student with this need wants to be accepted by others and to be recognised for their learning abilities, methods and approaches. This can be counterproductive if the recognition is not based on the student's strengths and attributes. Fifthly is the need for self-fulfilment. The need for self-actualisation is the higher level of self-fulfilment, the need to realise one's potential. People who have reached a state of self-actualisation accept themselves and others. They are more capable of problem-solving, more self-aware, more independent and want to be left alone without being disturbed.

According to Yao (2013), understanding the student's fundamental circumstances and matching the kind of student to their demands is crucial for improving the quality of teaching and learning. To fulfil students' existing demands and increase their degree of need. To meet the current needs of students and raise the level of their needs. For example, some students are indifferent and do not speak much during lessons because they lack knowledge, but they sit quietly and are eager to add to their understanding. In teaching, group discussions can create a relaxed and lively language environment and atmosphere in which students can speak freely and be asked to discuss a topical issue related to what they have learned. This approach develops students' expressive skills and enables them to change their learning style from passive to active, allowing them to gain knowledge in the discussion process and satisfy their physical needs. This approach to teaching and learning also mitigates the adverse effects of a student-centred curriculum.

6. Creating An Inclusive Classroom Using UDL

Universal Design for Learning is a critical inclusive pedagogy (UDL). Sokol (2015) explains that UDL is an educational idea that attempts to provide all students equitable access to learning. CAST (2018) states that UDL is founded on neuroscience, learning science, and cognitive psychology studies. In it, "optimal developmental zones" are based on scaffolding, mentoring, and modelling. In other words, UDL is a framework constructed around the brain. (a) Numerous ways of interaction, (b) different means of representation, and (c) diverse modes of action and expression, according to Loreman (2017). So UDL is incredibly adaptable and effective in inclusive classrooms. The rigidity of the educational classroom is a significant flaw of the 'drop-in' strategy, which UDL may quickly fix.

The first factor is 'engagement,' encouraging pupils' desire to study. Identifying student traits and adapting instruction to the vast diversity of interests, talents, learning styles, and other elements in a classroom, according to Loreman (2017). This is a great technique to foster student enthusiasm and initiative. CAST (2018) contends that learners engage or motivate themselves differently depending on their emotional state. Unpredictability and novelty appeal to confident kids while they loathe or fear them, preferring a strict regimen. Self-regulation requires a grasp of what drives each learner, whether intrinsic or extrinsic. To do this, students must be able to set realistic goals and believe that they can be achieved. Concentrate on aims, grade student achievement, reward strong academic performance and set role models. So students may learn from the best, enhancing motivation and desire.

The second part is 'presentation', which informs pupils about learning. According to CAST (2018), learners see and comprehend information differently. That is, no one representation is best for all students. Loreman (2017) argues that teachers and students must think about how to communicate successfully with groups with diverse communication styles and receptiveness. Images, graphics, animation, video, and text may help us communicate and read body language. Guarantee equitable access to information for everyone. 'Action and expression' tell children how to learn. The teaching is vital here. A learner's ability to navigate the learning environment and express what they know differs. According to Meyer (2016), Goal-setting, lesson planning, and task-oriented approaches are suggested. Teachers can help students acquire the skills and procedures for tracking their progress. For example, instructors establish a profile of SEN kids, fill down their needs, organise lessons, and develop teaching programmes. Every SEN student is unique. Disabilities such as cerebral palsy, executive dysfunction, language difficulty, and others affect how people learn. Some people can write well but do not speak well. This method can help SEN kids.

7. Challenge with UDL

The usage of UDL does not correctly reduce SEN kids' stigma. According to Goffman (2009), stigmatisation is the attribution of dishonourable traits to a person. As such, imprinting such "characteristics" becomes a process of social-symbolic interaction, indirectly enforcing social micro-adjustment. Persons' impressions of people or groups with a specific stamp progressively evolve. According to peng(2021), SEN kids' conceptions of identity propagate stigmatised social markings. Impaired body processes are most likely to pique children's interests. Curiosity is likely to be sparked by facilitation. Behavioural challenges in the inclusive classroom include upsetting class order, interrupting others' learning, and imitating normal children's behaviour. Creating a profile of SEN pupils is essential to their learning. That they are "special" just exacerbates the impacts of stigmatisation. The psychological prejudice exacerbates regular children's behaviour against SEN children due to peer contact, school atmosphere, and teacher domination.

The second is high teacher expectations and incapacity to verify instructor quality. According to Florian (2011), the most difficult challenge for teachers who wish to become more inclusive is knowing everything about SEN and ensuring the quality of their specialised topics. To become more inclusive in their profession, teachers must learn to embrace and respond to human differences in ways that include rather than exclude students. This adds to the instructional load on schools and hinders UDL adoption.

8. Conclusion

This paper provides a theoretical analysis of LCR as a curriculum reform in the context of constructivism and the lack of systematic and continuous support and assistance for students in the current phase of the LCR programme. In this programme, the role of the teacher in a constructivist teaching model is significant in teaching activities guided by constructivist education theory. According to Ding (2013), the teacher is the primary subject in traditional teaching activities, and the teacher's explanation mainly transmits knowledge. In contrast, the constructivist theory of teaching and learning is the exact opposite. The teacher is no longer the dominant person in the previous teaching activities but should treat the students as the main body of education and learning activities. The teacher's role is to be the organiser, guide and helper of the teaching activities. All teaching practice activities must be by the actual circumstances of students to suit their learning requirements. Also, in line with student-centred curriculum theory, the concept of the learner as the subject is highlighted, and the teacher's burden can be reduced. The student's initiative increased in specific teaching through Maslow's needs model and UDL's inclusive pedagogy. Sullanmaa (2019) argues that coherence comprises several complementary components, which means that building coherence implies that throughout the education system and strengthening all elements simultaneously. Focusing on just one aspect is likely to reduce the sustainability of school development. So we need to combine the four ingredients of learning theory, curriculum theory, theoretical models and inclusive pedagogy to integrate theory and practice to ensure the sustainability of the curriculum.

I am confident that the LCR curriculum will gain more acceptance in general education, and the emphasis will shift from resolving access challenges to enhancing teaching and learning quality. According to Sullanmaa (2019), curriculum reform is always located in a specific social context and is driven by educational policies that reflect the surrounding society's values and conventions. On the other hand, this demonstrates that acceptance of SEN pupils has increased in recent years and that people's attitudes are continually evolving. Progress is achieved through resolving conflicts.

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