

MEDU211 Addressing the Diverse Classroom

ECTS Value: 3 ECTS
Self-Study Hours: 36

Contact Hours: 15
Assessment Hours: 24

Overall Objectives and Outcomes

In the modern heterogeneous society diversity is inevitable. Educators need not only accept diversity but moreover celebrate it. Through classroom practices educators should promote positive inclusive practices and delve into ways of enhancing a collaborative, serene and welcoming environment. This module will cover the following aspects:

- Theories of Inclusive Education
- Inclusion as a process
- Malta's National Policy Framework on Inclusion
- Disability and Social constructionism
- Theories of disability
- Practical strategies to include all students in the classroom.
- Critical discourse analysis as a tool for researching on inclusion.
- Case study: Critical discourse analysis on the views of what constitutes inclusion for young people identified as falling within the autism spectrum, their parents and their learning support assistants.

By the end of this module, the learner will be able to:

Competences:

- a. critically delve into what constitutes inclusion;
- b. be familiar with different theories of inclusion;
- c. determine what diversity in the classroom entails;
- d. critically analyse the local Maltese policy framework on inclusion;
- e. challenge pre-existing discourses in relation to diversity in the classroom;
- f. use different tools and devise activities to promote diversity and inclusion in the classroom.

Knowledge:

- a. describe theoretical framework of inclusive education;
- b. explain theories on inclusion;
- c. discuss inclusion as a process;
- d. discuss Malta's National Policy Framework;
- e. describe any problematic situations in Malta;
- f. give practical ways to cater for diversity in the classroom.

Skills:

- a. take a multi-disciplinary, theoretical and practical approach towards knowledge in relation to inclusion;
- b. analyse theories of inclusion through a social constructionist approach;
- c. challenge pre-existing discourses related to inclusion;
- d. develop one's own discourse on inclusion.

Assessment Methods

This module will be assessed through: Presentation and Assignment

Suggested Readings

Core Reading List:

1. Barton, L. (2004). Social inclusion and education: issues and questions. Paper presented at the ESRC seminar *Towards Inclusion: Social Inclusion and Education*. Institute of Education: London.
2. Boyle, C., Topping, K., & Jindal-Snape, D. (2013). Teachers' attitudes towards inclusion in high schools. *Teachers and Teaching*, 19(5), 527-542, doi: 10.1080/13540602.2013.827361
3. Carrington, S. (1999). Inclusion needs a different school culture. *International Journal of Inclusive Education*, 14(3), 257-268. doi:10.1080/136031199285039
4. Fairclough, N. (2013). *Critical discourse analysis: the critical study of language*. (3 rd. ed.). New York: U.S.A.: Routledge.
5. Garner, P., & Forbes, F. (2015). An 'at-risk' curriculum for 'at-risk' students? Special educational needs and disability in the new Australian Curriculum. *Journal of Research in Special Educational Needs*, 15(4), 225-234. doi:10.1111/1471-3802.12022
6. Ministry for Education and Employment (2014). *Education for all: Inclusive and special education review*. Malta: Ministry for Education & Employment.
7. Ministry for Education and Employment (2012). *Towards an education for all: A national curriculum framework 2021*. Malta: Ministry for Education and Employment.
8. Ministry for Education and Employment (2000). *Inclusive education policy*. Malta: Ministry for Education and Employment
9. UNESCO (2009). *Policy guidelines on inclusion education*. Paris, France: UNESCO.
10. UNESCO (2005). *Education for all*. Paris, France: UNESCO.
11. UNESCO (2001). *Inclusive education*. Paris, France: UNESCO.

Supplementary Reading List:

1. Camargo, S.P.H., Rispoli, M., Ganz, J., Hong, R.E., Davis, H., & Mason, R.(2016). Behaviorally based interventions for teaching social interaction skills to children with ASD in inclusive settings: a meta-analysis. *Journal of Behavioural Education*, 25(2), 223-248. doi:10.1007/s10864-015-9240-1
2. Caulder, L., Hill, V., & Pellicano, E. (2012). 'Sometimes I want to play by myself': understanding what friendship means to children with autism in mainstream primary schools.

- Autism, 17(3), 296–316. doi: 10.1177/1362361312467866 aut.sagepub.com
3. Hebron, J., & Humphrey, N. (2014). Exposure to bullying among students with autism spectrum conditions: a multi-informant analysis of risk and protective factors. *Autism*, 8(6), 618-30. doi: 10.1177/1362361313495965
 4. Steinbrenner, J.R.D., & Watson, L.R. (2015). Student engagement in the classroom: the impact of classroom, teacher, and student factors. *Journal of Autism and Development Disorders*, 45(1), 2392–2410. doi10.1007/s10803-015-2406-9
 5. Wodak, R. & Meyer, M. (2012). *Methods of critical discourse analysis*. London, England: Sage Publication.