

INCLUSIVE LEARNING

Guide for New Educators

MULIATI SEDEK

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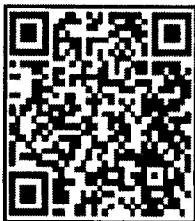
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PREFACE



As we navigate the ever-evolving landscape of education, the call for inclusive learning environments becomes increasingly imperative. In this comprehensive guide, I, Muliati draw upon years of experience and a fervent dedication to educational excellence to present effective strategies for cultivating inclusive spaces within the realm of academia.

Chapter 1: Pedagogical Progression

The journey begins with an exploration of the fundamental knowledge that underpins effective teaching. We delve into the intricate balance between the art and science of instruction, uncovering the nuances of individual teaching styles. Recognizing the transformative influence of classroom diversity, we trace the evolution of teaching methods and how they shape and inspire educators.

Chapter 2: Setting the Stage for Success

This chapter lays the foundation for inclusive learning through meticulous class preparation. From syllabus creation to embracing general principles for the inaugural session, we embark on a journey to set the stage for a successful academic experience.

Chapter 3: Introspection of Lecture

Here, we engage in self-reflection, examining the lecture as a powerful tool for knowledge dissemination. Techniques for self-examination, class diagnosis through videotaping, and comprehensive checklists guide educators in refining their lecture delivery.

Chapter 4: Unveiling the Art of Acquiring Knowledge

Delving into the principles and methods of learning, this chapter equips educators with strategies for creating a friendly learning atmosphere, motivating student engagement, and adapting lecturing methods for diverse needs, conditions, and interests.

Chapter 5: Elevating Engagement

A strategic plan unfolds in this chapter, focusing on amplifying interaction through questions and discussions. From creating an active interaction class to honing questioning and presentation skills, educators will discover methods to captivate students' attention and foster dynamic engagement.

Chapter 6: Assessing Progress and Fostering Growth

Navigating the dynamics of student evaluation, this chapter offers insights into checking understanding levels, principles of preparing examination questions, and evaluation methods. A comprehensive guide to assessing student progress is presented, ensuring a holistic approach to academic evaluation.

Chapter 7: Empowering Engagement

This final chapter explores effective teaching methods for amplifying student participation. From collaborative learning models to the instructor's role in problem-based learning, we dissect the details of empowering students through various pedagogical approaches.

This guide is a testament to the belief that education should be a transformative and inclusive journey. May it serve as a valuable companion for new educators seeking to create enriching and equitable learning experiences for all.

Muliati Sedek

APPRECIATION



In the Name of God, the Most Merciful and Most Compassionate.

With heartfelt gratitude, I extend my sincere thanks to all those who contributed to and believed in the realization of this book. My appreciation goes to the dedicated lecturers at UTeM, whose unwavering support played a pivotal role in bringing this project to fruition. I express my deep gratitude to the esteemed Dean of the Centre for Language Learning (CeLL), and to the UTeM Publishers, whose commitment to excellence and encouragement made the publication of this book possible.

I would also like to acknowledge and thank my family, whose constant support and love have been a source of strength throughout this journey. May God shower His boundless blessings and rewards upon them.



CHAPTER 1



Pedagogical Progression: Tracing the Evolution of Teaching Methods

INTRODUCTION

The evolution of teaching methods stands as a dynamic testament to the ever-changing landscape of education. From ancient oral traditions and classical apprenticeships to the modern-day integration of technology and innovative pedagogies, the journey of how knowledge is imparted has been both a reflection and a driver of societal changes. This narrative of evolution transcends mere adaptation; it encapsulates a continual quest for more effective, engaging, and inclusive approaches to education. As we embark on a journey through time, exploring the metamorphosis of teaching methods, we unravel the intricate interplay between cultural shifts, technological advancements, and pedagogical philosophies that have shaped the educational landscape we navigate today. Join us in this exploration as we traverse the historical corridors of education, examining the forces that have sculpted the methods employed by educators in their timeless pursuit of enlightening minds.

THE FUNDAMENTAL KNOWLEDGE

The approaches for teaching can be broadly classified into teacher-centered and student-centered. In the *Teacher-Centered Approach to Learning*, educators are the main authority figure in this model. Students are considered “empty vessels” whose primary role is to

passively receive information (via lectures and direct instruction) with the end goal of testing and assessment (Arman, 2018). The primary role is to pass knowledge and information onto students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In the *Student-Centered Approach to Learning*, while educators are the authority figure in this model, educators and students play an equally active role in the learning process. The educator's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

The term teaching method refers to the general principles, pedagogy, and management strategies used for classroom instruction. The choice of teaching method depends on what fits educators and their educational philosophy, classroom demographic, subject area(s), and institution's mission statement.

Although it is not the educators' job to entertain students, it is important to engage students in the learning process. Selecting a style that addresses the needs of diverse students at different learning levels begins with a personal inventory—a self-evaluation—of the educators' strengths and weaknesses. As they develop their teaching styles and integrate them with effective classroom management skills, educators will learn what works best for their personalities and curriculum.

KNOWING YOUR TEACHING STYLE: UNVEILING THE ART AND SCIENCE OF EFFECTIVE INSTRUCTION



Figure 1.1 Teaching in the classroom

In teaching, developing an effective teaching style for a subject area requires time, effort, a willingness to experiment with different teaching strategies, and an examination of what is effective in teaching. Educators do not necessarily try to mimic their favourite teachers from the past, yet consider strengths and develop approaches that they are comfortable with that maximize student engagement and learning in their subject area.

According to Wu and Wu (2020) any learning institution must use a consistent, formal approach in evaluating a classroom performance of educators. They recognized that any system designed to help educators improve their instructional skills requires a simple classification system. Therefore, they developed a teaching style inventory that has since been adopted and modified by followers.

- i. **Expert:** Similar to a coach, experts share knowledge, demonstrate their expertise, advise students, and provide feedback to improve understanding and promote learning.

- ii. **Formal authority:** Authoritative educators incorporate the traditional lecture format and share many of the same characteristics as experts, but with less student interaction.
- iii. **Personal model:** Incorporates blended teaching styles that match the best techniques with the appropriate learning scenarios and students in an adaptive format.
- iv. **Facilitator:** Designs participatory learning activities and manages classroom projects while providing information and offering feedback to facilitate critical thinking.
- v. **Delegator:** Organizes group learning, observes students, provides consultation, and promotes interaction between groups and among individuals to achieve the learning objectives.

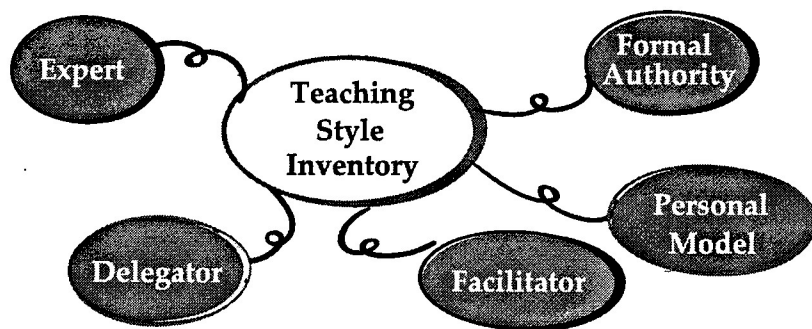


Figure 1.1 Teaching style inventory

The emergence of the teaching style inventory

As educators are embarked on their careers, and occasionally pause along the way to reflect on job performance, they usually ask how the teaching styles evolved. To understand the differences in teaching styles, it is helpful to know where the modern concept of classifying teaching methods originated.

Best teaching style for today's students

Whether you are a first-year educator who is eager to put into practice all of the pedagogical techniques you learned in college, or a classroom veteran examining differentiated instruction and new learning methodologies, consider that not all students respond well to one particular style.

The traditional advice that many educators do not overreach with a cluster of all-encompassing teaching styles might seem to conflict with today's emphasis on student-centered classrooms. Theoretically, the more educators emphasize student-centric learning, the harder it is to develop a well-focused style based on their personal attributes, strengths, and goals.

In short, modern methods of teaching require different types of educators—from the organizer to the negotiator. Lukacs and Galluzzo (2014) state that there are some other factors to consider as educators determine the best teaching method for their students. The factors are:

- i. **Empty vessel:** Critics of the “sage on the stage” lecture style point to the “empty vessel” theory, which assumes a student’s mind is essentially empty and needs to be filled by the “expert” teacher. Critics of this traditional approach to teaching insist this teaching style is outmoded and needs to be updated for the diverse 21st-century classroom.
- ii. **Active vs. passive:** Proponents of the traditional lecture approach believe that an overemphasis on group-oriented participatory teaching styles, like facilitator and delegator, favor gifted and competitive students over passive children with varied learning abilities, thereby exacerbating the challenges of meeting the needs of all learners.
- iii. **Knowledge vs. information:** Knowledge implies a complete understanding, or full comprehension, of a particular subject. A blend of teaching styles that incorporate facilitator, delegator,

demonstrator, and lecturer techniques helps the broadest range of students acquire in-depth knowledge and mastery of a given subject. This stands in contrast to passive learning, which typically entails memorizing facts, or information, with the short-term objective of scoring well in tests.

- iv. **Interactive classrooms:** Laptops and tablets, video conferencing, and podcasts in classrooms play a vital role in today's teaching styles. With technology in mind, it is imperative that educators assess their students' knowledge while they are learning. The alternative is to wait for test results, only to discover knowledge gaps that should have been detected during the active learning phase.
- v. **Constructivist teaching methods:** Contemporary teaching styles tend to be group-focused and inquiry-driven. Constructivist teaching methods embrace subsets of alternative teaching styles, including modeling, coaching, and test preparation through rubrics scaffolding. All of these are designed to promote student participation and necessitate a hybrid approach to teaching. One criticism of the constructivist approach is that it caters to extroverted, group-oriented students, who tend to dominate and benefit from these teaching methods more than introverts; however, this assumes introverts are not learning by observing

NAVIGATING THE MOSAIC: EXPLORING HOW CLASSROOM DIVERSITY SHAPES AND INSPIRES EDUCATORS"

It is abundantly clear that today's educators are responsible for students with a diverse range of learning abilities. The 21st-century educator does not have the luxury of "picking the low-hanging fruit" and then leaving the rest of the tree for experts who specialize in children with behavioral issues or learning disorders.

Today's educators must develop instructional styles that work well in diverse classrooms. Effective teaching methods engage gifted students, as well as slow-learning children and those with attention deficit tendencies. This is where differentiated instruction and a balanced mix of teaching styles can help reach all students in a given classroom—not just the few who respond well to one particular style of teaching.

The wonderment of teaching as Hutter and Stark (2015) refer teaching as “that a-ha moment” when a student “gets it,” is one of the most rewarding and seemingly elusive benefits of becoming an educator. This transfer of knowledge from expert to student is an art form and a skill. Fortunately, both can be learned and perfected. Knowing how to engage students begins with selecting the teaching style that's right for you. Even though you may prefer one teaching style over another, you must find the style that works best for your students. Try different styles to meet different objectives, and always challenge yourself to find ways to reach each student.



CHAPTER 2



Setting the Stage for Success: Class Preparation and Essential Principles for the Inaugural Session

INTRODUCTION

Embarking on the journey of a new academic venture is akin to raising the curtain on a stage where the script of knowledge unfolds. As educators, the inaugural session serves as our overture—an opportunity to set the stage for a semester of shared exploration, growth, and enlightenment. In this critical moment, the art of class preparation merges with the application of essential principles, creating an atmosphere where curiosity flourishes and connections between learners and knowledge are forged. Join us as we delve into the strategies and foundational principles that lay the groundwork for a successful academic voyage. Together, we'll unravel the tapestry of effective class preparation and the timeless principles that elevate the first class into an inspiring prelude to a semester of intellectual discovery and collaborative learning.

SYLLABUS PREPARATION

Preparing a course syllabus is often distressing for instructors. Most universities nowadays require instructors to submit course syllabi online prior to the start of a term to provide students an opportunity to select course subjects that are of interest and prepare as necessary. Since the syllabus serves as a blueprint for a course, the instructor

should not dismiss it as an administrative task. Devising a good syllabus is the first step towards a successful course (Gannon, 2018).

a) Thing to do before preparing the syllabus

- i. Have general points- social change, academic development, student needs, relations to other subjects-been adequately considered?
- ii. What are the course objectives and goals? How will student knowledge, skills and perspectives be evaluated appropriately?
- iii. What is the course content?
- iv. What activities will students engage in?
- v. What course materials will be used?
- vi. Will the syllabus make sense to students?

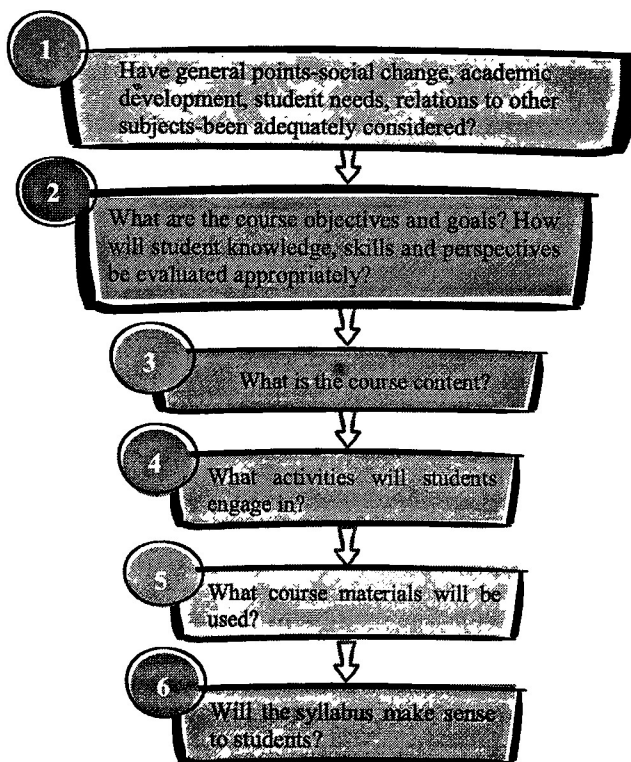


Figure 2.1 Thing to do before preparing syllabus

b) Syllabus composition

Research indicates that the ideal syllabus should include the following items:

i. Course information

The primary objective of the syllabus is to provide information about the course. Course title, course number, course credit hours, course prerequisite(s), and lecture and practicum location and times should be included in the syllabus.

ii. Instructor information

Students need to know the instructor's information including name, position, office number (where to submit assignment), office telephone, and office hours. And depending on class size, an emergency number (e.g. department office telephone number) may be included. In the case that there are teaching assistants, their names, office numbers and phone numbers must be included in the syllabus.

iii. Texts and other reading materials

- **Main text:** Include information on the title, author, publisher, publication date, and purchase location. Explain, if possible, why the text is selected for the course as well as the extent to which the text will be used.
- **Auxiliary textbooks and other reading materials:** Specify required and recommended texts. You may also want to include information on where the texts can be accessed. (e.g. libraries and textbooks).
- **Equipment and materials:** The syllabus should indicate required equipment and materials (e.g. art materials, special calculators or computers) for the course.

iv. Course description

The syllabus must describe the course in detail, including the lecture method, discussion, and other pertinent information.

INCLUSIVE LEARNING Guide for New Educators

INCLUSIVE LEARNING GUIDE FOR NEW EDUCATORS is an essential resource for educators striving to create inclusive and enriching learning spaces.

This comprehensive guide unravels effective instructional methods, emphasizing the impact of classroom diversity on educational experiences. Practical insights are provided for fostering engagement, dynamic discussions, and strategic interaction. The book includes strategies for assessing student progress and promoting growth through collaborative and problem-based learning approaches.

Grounded in scholarly research, this guide equips educators with essential tools for success while promoting inclusivity and academic excellence. Featuring valuable checklists, evaluation tables, and actionable strategies, 'Cultivating Inclusive Learning Environments' is indispensable for both new and experienced educators.

For educators dedicated to creating dynamic learning environments, this book serves as a comprehensive roadmap to excellence in teaching and embracing diversity.



Muliati is an esteemed academic specializing in educational technology and innovative language testing methods. Her research and publications significantly contribute to the academic field, focusing on enhancing assessments and improving learning outcomes through technology. Collaborating with industry partners, Muliati integrates cutting-edge tools into academic curricula, bridging academia and the private sector. She mentors aspiring educators, sharing her expertise to foster their professional growth. With a multidisciplinary background and dedication to excellence, Muliati is instrumental in advancing teaching and learning practices. Her inclusive vision and leadership position her as a key influencer in academia's future. For inquiries or collaborations, Muliati invites engagement via email at muliati@utem.edu.my.



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