



Modalidad Abierta y a Distancia

# Inclusive and Sustainable Education

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

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## Inclusive and Sustainable Education

*Guía didáctica*

Carrera	PAO Nivel
▪ <i>Pedagogía de los Idiomas Nacionales y Extranjeros</i>	VIII

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### **Inclusive and Sustainable Education**

Guía didáctica

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## 1. Informative data

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### 1.1. Course presentation



### 1.2. UTPL generic competencies

Critical and reflexive thinking

Commitment and social involvement

Team work

### 1.3. Program specific competencies

Implements dialogic communication as a strategy in the formation of the human being, aimed at the consolidation of capacities for harmonious coexistence in society, citizen participation, the recognition of interculturality, diversity, and the creation of inclusive educational environments in teaching English as a foreign language to meet the demands and requirements of the family, the community and the state, from the generation, organization and critical and creative application of open

and integrated knowledge and from human transcendence in relation to the characteristics and requirements of contexts development.

#### **1.4. Issues addressed in the course**

Limited dialogic communication and lack of involvement among educational stakeholders in the development of effective institutional management and linking processes.

Limited knowledge of research approaches, designs, techniques and instruments.



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## 2. Learning methodology

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The student-centered approach will be implemented in this course, following the UTPL guidelines in which the learner is considered as the protagonist of the teaching-learning process. According to this approach, which is based on constructivism and includes activities that focus on the student, the learner is autonomous and independent. This methodology emphasizes student-centered instruction that allows learners to develop skills for lifelong learning and independent problem-solving. As Johnson (2013) affirms, this approach empowers students giving them a voice, making them responsible for their academic work. Furthermore, students are encouraged to produce high-quality work and engage themselves in challenges about real-world problems.

Therefore, the learners' ideas, contributions, and experience constitute essential components in this methodology. All the contents, activities, study guidelines, tools and resources have been proposed according to the program competencies and learning outcomes so that the students successfully achieve their professional exit profile.

Likewise, students are seen as autonomous and active agents who can actively participate in three types of activities: teaching activities, application and experimentation activities, and autonomous learning activities. Teaching activities are carried out under the supervision and direct assistance of the teacher (synchronously or asynchronously), using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of a study group. The application and experimentation activities include different tasks that each student should perform throughout the course. Finally, autonomous work requires students to develop their capacity to generate and build learning in a self-regulated way, basically through reading and reflection.



### 3. Academic guidelines per learning outcome

#### Learning outcome 1



#### First bimester

- Understands the theoretical concepts related to inclusive education and sustainable teaching and the teachers' main responsibilities in education to create educational environments according to students' needs.

#### Contents, resources and learning activities

Dear students, in order to achieve the first learning outcome, you need to consider all the contents, resources and activities included in unit 1. Thus, I encourage you to consider the explanations offered in this unit, complete all the tasks that are proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.



#### Week 1

Welcome to the first week! During this week, I invite you to get acquainted with the contents of the didactic guide, the academic plan, and all the tasks you have to accomplish during the first bimester. I am sure you will start this course with enthusiasm and you will be very successful in all the activities that have been planned. Let's start studying unit 1.

## **Unit 1. Introduction to Sustainable Learning and Inclusive Education**

---

Dear students, the first part of this unit provides an overview of Sustainable learning and inclusive education. Also, there will be an explanation about learning processes for inclusive education including aspects such as Active learning; Thinking; Relating to others; Using language, symbols and ICT; and Managing self (ATRIUM) capabilities, learning theories and principles, and cognitive processes of learning and cognitive neuroscience. At the end of the unit, we will study about the teaching profession and the responsive teaching framework.

### **1.1. Introduction to Sustainable Learning**



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Sustainable learning refers to learning that is retained and may be transferrable after initial contact to it; also, it is related to a process of learning to learn (Trachtenberg et al., 2016). As Hays and Reinders (2020) acknowledge, sustainable learning is more than retained knowledge and skills; certainly, it is related to ongoing, purposeful, responsive and proactive learning because the learner effectively builds and rebuilds her or his knowledge and skills according to the situations and their change. According to Graham et al. (2015), sustainable learning is an approach to inclusive education that has the purpose of assuring a fair society by training instructors on how to respond to the diverse needs of learners. This type of learning is based on the establishment, development and maintenance of human learning processes. Thus, it highlights capabilities of individual learners as they participate and interact within society.

Sustainable learning and education have been conceived as an emerging philosophy of learning and teaching which is established on principles of sustainability (Hays & Reinders, 2020). These authors also highlight that the target of sustainable learning is to create and proliferate sustainable curricula and methods of learning and teaching. These are aimed to promote the skills and dispositions to succeed in complicated, challenging and ever-changing situations, which constitutes a contribution to make the world a better place. Thus, sustainable learning is understood as lifelong learning which involves learning to learn.

## 1.2. Defining inclusion and inclusive education



Note. ssimone|shutterstock.com

To start with this topic, let's revise what inclusion involves. According to Giné (2001), inclusion goes beyond the realm of education; in fact, inclusion is also strongly manifested in other aspects such as labor, health, social participation, and others. Thus, the concern around inclusion evidently points to all areas that are related to the quality of people's lives. As Armstrong et al. (2011) affirm, inclusion involves a process of managing different individuals and groups that are perceived as problems; therefore, it implies including people in settings where they were not previously included.

Inclusive education is the one in which teaching, learning, achievement, attitudes and well-being of every person are considered. Inclusion broadens

horizons and raises awareness about learners with diverse needs to promote respect and acceptance of differences (Hodkinson & Devarakonda, 2009).



Now, I invite you to watch a very interesting video "Concept of Inclusive education" in the following link: [Concept of Inclusive education](#). This video presents a clear explanation about inclusive education.

Once you have watched the video, let's summarize some of the main ideas presented in the video. For your summary, I suggest you use a notebook, or you can summarize your ideas in a Word document.



Dear students, I am sure you have done a great job by summarizing the main ideas presented in the video. Please, remember that inclusive education, which is a flexible system of education, aims to provide good quality education to all learners without any discrimination.

Now let's continue studying about the learning processes for inclusive education which

### 1.3. Learning Processes for inclusive education

Dear students, let's start by considering some ideas related to the learning processes and the elements that might affect them. As Graham et al. (2015) acknowledge, learning processes differ with each learner, teacher and learning environment. In addition, values, attitudes, previous experience and skills as well as the context and content of the intended learning task define students' engagement while they learn. Other factors that affect the learning process include social, emotional and cultural aspects; furthermore, interpersonal, intrapersonal, physical and cognitive dimensions are important elements that support learning. This section includes ATRIUM capabilities as a way to examine learning in relation to capabilities. This topic also includes learning theories and principles. We will also consider learning as a developmental process and as a self-regulation function. All of the aforementioned topics will be covered in the coming weeks.

You have been doing a great job so far. Please, remember that in case you need feedback or any clarification regarding the topics we have studied in this week, you can participate in the synchronous activities and tutorials, and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



## Week 2

---

Welcome to week 2! In this section, we are going to study about ATRIUM capabilities. It is very important to start explaining what ATRIUM capabilities are as the first step for studying this topic. Therefore, I invite you to consider all the activities that are proposed below.

### 1.3.1. ATRIUM capabilities

In an inclusive approach, it is necessary to understand the learning process by considering learning as a set of capabilities; thus, this approach recognizes the individuality of a student as well as the learners' similarities in the learning processes (Graham et al., 2015). As these authors highlight, ATRIUM capabilities include active learning, thinking, relating to others, using language, symbols and ICT, and managing self. Let's analyze each one of them.

**Active learning** considers language a transformative process which is not passive; instead, it is conceived as the knowledge that is socially and culturally defined as well as personally constructed; therefore, learners transform knowledge and they also become transformed (Graham et al., 2015). Certainly, active learning starts with manifestations of curiosity and develops into refined self-regulated learning. In this respect, teachers should encourage active learning by acting as learning partners instead of sources of knowledge; thus, they should demonstrate that they continue to be active learners themselves.



Note. Colorfuel Studio|shutterstock.com

The second capability is **Thinking**. According to Graham et al. (2015), this capability is the principal tool of transformation. Thinking is developmental and it is altered through sharing; young children think about things in a different way from adults. The aforementioned authors state that thinking about everyday matters and intellectual and scientific ideas need to be integrated; in this way, learning will be sustainable. In addition, cognitive processes drive thinking; these processes include sensing, attending, perceiving, comprehending, reasoning, analyzing, linking with prior knowledge, memorizing and retrieving). In this context, teachers must be aware of the large variability of students' thinking capabilities, they must consider that learners can process information in different ways and can find classroom engagement and learning challenging unless instructors create learning opportunities that match their learning needs.

The third capability is **Relating to others**. As Graham et al. (2015) acknowledge, active learning depends on interpersonal engagement in the complex social systems of schools and classrooms. Therefore, it is indispensable to establish classroom expectations that support social interactions and relationships. In fact, teachers need to understand what they and their students bring to the classroom; students bring their world, their values, their lived experiences, their expectations, their culture. Instructors must create a classroom environment which supports social contact.

Another capability is **Using language, symbol and ICT**. This is related to social engagement and information communication, which are carried out through elaborate and complex systems of symbols (Graham et al., 2015). Thus, sustainable learning depends on facility with communication and thinking systems; in fact, we are dependent on ICT for learning engagement, pursuit of careers and everyday living. We need to adapt to changes since

new systems are being created; also, writing and reading are crucial for learning.



Note. ra2 studio|shutterstock.com

Finally, **managing self** is related to interpersonal and intrapersonal functioning. According to Graham et al. (2015), managing thinking and learning is developmental; managing thinking involves many mental processes that include organizing and evaluating ideas, connecting new knowledge to past learning experiences, sustaining attention, curbing impulses and persisting with a task. This can be influenced by self-factors such as self-esteem, self-concept and self-efficacy. Teachers must consider that managing thinking, interpersonal skills and intrapersonal skills can be taught and they must contribute to help students become self-managing and self-sustaining lifelong learners.

Once you have revised all of the ATRIUM capabilities, I encourage you to develop the consider the following interactive resource.

### Atrium capabilities

Dear students, I am sure you were very successful when completing the previous matching activity (interactive resource). As you know, active learning is related to the concept of learning as the knowledge that is socially and culturally defined as well as personally constructed. Thinking is the principal tool of transformation; it is developmental, and it is altered through sharing. Relating to others is indispensable to establish classroom expectations that support social interactions and relationships. Using language, symbols and ICT is related to the necessity to adapt to

changes since new systems are being created. Managing self is related to interpersonal and intrapersonal functioning.



Congratulations for your excellent work during this week. Please, remember that in case you need feedback or any clarification regarding the topics we have studied in this week, you can participate in the synchronous activities and tutorials, and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



## Week 3

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Welcome to week 3! In this week, we are going to study about learning theories and principles as well as learning as development and self-regulation. It is very important to consider all the activities that are proposed below.

### 1.3.2. Learning theories and principles



Note. robuart|shutterstock.com

Dear students, let's start this section by recognizing the importance of learning theories. In fact, these theories provide us with some ideas related to the purpose and process of learning. According to Graham et al. (2015), learning theories provide instructors ways of thinking about learning so that they can have enough information to make the best decisions about their teaching practice. There are many learning theories, some of the most relevant include behaviorism, instructivism, cognitivism, humanism, and constructivism.

Regarding Behaviorism, it emphasizes that learning results from a change in behavior. Instructivism focuses on the fact that learning involves making associations with stimuli. For Cognitivism, learning requires internal cognitive structuring using processes of perception, information processing, memory and insight. With respect to Humanism, learning is an individual process which is based on curiosity, this enables people to fulfill their potential. As for Constructivism, this theory is based on the idea that people actively construct or make their own knowledge, and that reality is determined by learners' experiences.

Dear student, I invite you to participate in the following recommended activity



### **Recommended learning activity**

In order to complement the study of learning theories, I encourage you to watch the videos below and then complete the chart which includes some of the most relevant aspects regarding each learning theory. These are the videos: [Learning Theories: What & Why](#) and [Language Learning Theories](#). I am sure you will enjoy watching them and taking notes about the most important ideas presented in the videos.

Read the characteristics included in the chart and write the corresponding learning theory for each characteristic. Please, consider the learning theories included in the list below:

#### **Recommended activity**

Behaviorism

Humanism

Constructivism

Universal Grammar Krashen's Monitor theory

Learning theory	Characteristics
Learning takes place when the learner, combining prior knowledge and experience with the information being offered, actively takes full ownership by newly constructing learning.	

Learning theory	Characteristics
	In this theory, the affective filter hypothesis deals with motivation. Learners with high motivation and self-confidence are better equipped for success in second language acquisition.
	This theory aims to arrange the learning process in a way to help the learners develop their full potential according to their own nature.
	All human languages possess the same set of categories and relations in order to communicate through language. They all share basic common grammatical traits.
	This theory emphasizes imitation, practice, reinforcement and habit formation. Learning results from a change in behavior.

Did you finish completing the chart? Great job! I am sure you have enjoyed watching the videos and you could clearly identify the characteristics of each theory. Thus, you could revise that Behaviorism emphasizes imitation, practice, reinforcement and habit formation; in addition, Constructivism considers that learning takes place when the learner, combining prior knowledge and experience with the information being offered, actively takes full ownership by newly constructing learning. Regarding Universal Grammar, it claims that all human languages possess the same set of categories and relations in order to communicate through language. Finally, in Krashen's Monitor theory, the affective filter hypothesis deals with motivation.

Would you like to have additional practice regarding this topic? I invite you to check the OER (REA) "[Constructivism in Theory and in Practice](#)" in which you will find information to reinforce your knowledge about the implementation of constructivism in the classroom, I encourage you to revise this resource and take notes about the most important ideas you will find there.

Once you have analyzed the information presented in the article "Constructivism in Theory and in Practice", please answer the following questions. Use a notebook or a Word document to write your answers.

- 
1. *What is constructivism?*
  2. *What are the two main approaches to constructivism and what do they focus on?*
  3. *What is the role of group discussion in constructivist learning environments?*

After revising the OER (REA) "Constructivism in Theory and in Practice", I am sure that you wrote excellent answers. Thus, we can conclude that constructivism is a theory of learning which claims that students learn by actively constructing their own knowledge. Also, you could realize that the two main approaches to constructivism are cognitive constructivism and social constructivism; furthermore, cognitive constructivism focuses on the importance of the mind in learning, whereas social constructivism emphasizes on the key role played by the environment and the interaction among learners.

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Dear students, thanks for your commitment to do the activities previously proposed. Now, let's continue studying the most relevant principles of learning.

The **principles of learning** have been identified and defined by educators and psychologists. As Graham et al. (2015) claim, these principles support successful teaching and learning. In addition, these principles are generic and are not related to a specific learning theory. The aforementioned authors emphasize on prior knowledge, organization of conceptual knowledge, developmental progression, mastery, feedback, as well as motivation and engagement as the most relevant principle of learning.

Regarding **prior knowledge**, learners' prior knowledge includes their previous experience, their existing ideas, and their cultural context, which can support or challenge new ideas. Teachers must consider that new learning needs to be connected to prior knowledge.

**Organization of conceptual knowledge** is related to the way in which teachers present information and how students organize ideas because these aspects influence learning. The organization of conceptual knowledge (understanding abstract ideas) can be structured by modelling and by using different teaching aids.

**Developmental progression** recognizes that a learner's current development level interacts with new learning. Some learning contexts are more favorable for active teaching and development. Teachers should remember that skills improve in an orderly and progressive way from simple to complex.

**Mastery** is evident not only when students can perform a task or skill but when they recognize the necessity to apply their knowledge in a new situation. Teachers should consider that learners need to acquire component skills (abilities that must be combined and integrated to achieve a task), practice and integrate them.

**Motivation and engagement** are fundamental for what students will learn and how they will learn. Students' positive perception of content and context is directly related to their motivation and success.

Finally, **feedback** is fundamental because it offers meaningful information for learners; thus, they are aware of their achievements and the effectiveness of learning strategies. Effective feedback must also include information about how students can improve.

**Figure 1.**  
*Feedback*



Note. garagestock|shutterstock.com

After analyzing the aforementioned learning principles, I encourage you to consider the questions below and use a notebook or a Word document to answer them.

1. Why should teachers consider prior knowledge?
2. Is modelling necessary for organizing conceptual knowledge?
3. How can student develop mastery?
4. Is motivation important for you? Why?
5. What elements must be included in effective feedback?



Did you finish answering the questions? Well done! I am sure you have written very interesting answers that must be aligned to your own learning experience. Now, let's continue revising what learning constitutes as development and self-regulation.

### 1.3.3. Learning as development and self-regulation

Learning is a developmental process with a learning trajectory that is unique to each person. However, a person's readiness to learn cannot be standardized and depends on several internal and external factors (Graham et al., 2015). As these authors assert, each person's learning profile is different throughout the years of formal education; thus, students need personalized support and experiences that allow them to develop. Therefore, the acquisition of a new skill or concept is influenced by prerequisite competencies. Teachers must consider that the learning environment, including learning experiences and instructional input provided by instructors and peers determines learning development. Furthermore, there is another key condition for learning development, it is self-regulation.



Note. Batshevs|shutterstock.com

According to Graham et al. (2015, p.32), "self-regulation is our awareness of the ways in which we think and learn and the gradual development of internalized systems that assist us to manage our cognitive process". Self-regulation involves several functions that include metacognition, motivation and self-efficacy. Metacognition is the consciousness of our own thinking processes; it is related to our knowledge about how to do a task or understand a concept which depends on activating prior knowledge, setting goals and applying selected strategies. Regarding motivation, it involves the desire to learn and to achieve. It can be extrinsic (dependent on rewards) or intrinsic (dependent on enjoyment, interest and self-satisfaction). Motivation can increase or decrease as students perceive success, failure and poor achievement. The last function is self-efficacy and includes the self-beliefs learners have about their capacity and effective participation as learners. Self-efficacy depends on the student's perception of control over learning and achievement or the attributions for success or failure (Graham et al., 2015).

Dear students, thanks for developing the activities for this week! Please, remember that in case you need feedback or any clarification regarding the topics we have studied in the third week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



## Week 4

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Welcome to the fourth week! We need to continue with the corresponding topics; first of all, we will study about the cognitive process of learning and cognitive neuroscience. Then, we will continue studying about the teaching processes for inclusive education. Let's start!

#### 1.3.4. Cognitive process of learning and cognitive neuroscience



Note. pathdoc|shutterstock.com

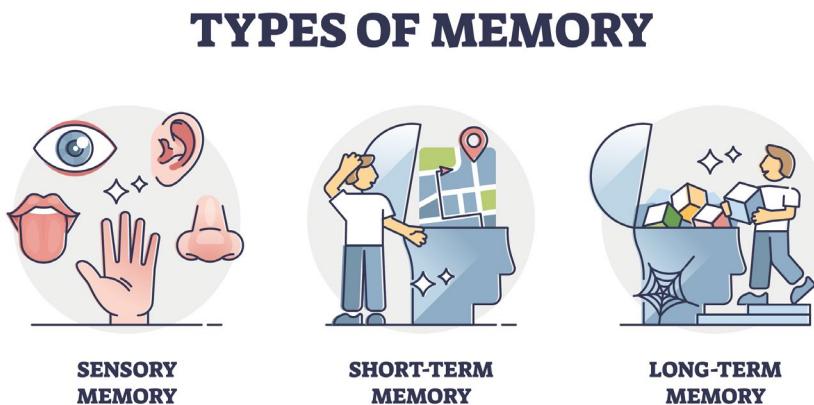
Understanding the cognitive processes of learning is very important for teachers because this allows them to make instructional decisions based on students' needs. First of all, let's study about the **Information Processing Model**. As Graham et al. (2015) affirm, this model considers the "mind as a computer" metaphor to refer to the way in which the human brain works. Three general components are recognized in this model: the structural component (within which information can be processed at a particular stage), the strategic component (which controls the operations at various stages), and the executive component (by which learners' cognitive activities are directed and monitored). This model recognizes that the flow of information inherent to the aforementioned components occurs sequentially in stages and is transformed in each stage (Graham et al., 2015).

When studying the Information Processing Model, the role of memory is exceptionally important. For Graham et al., (2015, p. 34), "memory is not a unitary cognitive process; rather, it is the result of complex cognitive operations and is impacted upon by the experiences of the individual within the context of family, community and culture". Different types of memories have been described in this model.



Let's revise how human memory works and what sensory memory, working memory, and long-term memory involve. For this purpose, I invite you to analyze the video [How Does Human Memory Work?](#) I am sure you will enjoy this interesting video.

**Figure 2.**  
*Types of memory*



Note. VectorMine|shutterstock.com

After analyzing how human memory works and revising the different processes involved in sensory memory, working memory, and long-term memory, let's study about controlled and automatic processing.

**Controlled and automatic processing** are two modes of information processing; thus, controlled processing is slow and sequential, takes time, requires active attention. It often involves all available cognitive resources to engage at a time to perform a task; thus, we need to concentrate only on that specific task (Graham et al., 2015). On the other hand, automatic processing is fast, does not require active attention, and requires very little of our limited cognitive capacity. In fact, automatic processes are usually mandatory and unstoppable; furthermore, automaticity develops after learning, repetition and effective practice. It allows us to do several things at once (Graham et al., 2015).

Regarding **cognitive neuroscience**, we need to understand that it is a scientific field that explores the interaction between biological processes and mental phenomena, with a particular focus on learning (Graham et al., 2015). In order to have more information about this topic, I invite you to watch the video [What is cognitive neuroscience?](#) I am sure you will enjoy it.



Note. Antonov Serg|shutterstock.com

After watching the video and analyzing what cognitive neuroscience involves, you have a clear idea about the cognitive functions of the brain. Now, let's study about Teaching processes for inclusive education.

#### **1.4. Teaching processes for inclusive education**

Teaching processes involves planning, organization, implementing, and reflecting. As Westwood (2004, p.56) states, "Effective teaching practices are those that provide students with the maximum opportunity to learn". Certainly, effective teaching delivery may vary depending on students' capabilities, the subject area, and the material to be learnt (Graham et al., 2015).

However, there are general features related to effective teaching, these features involve maximizing students' time to talk, promoting learners' active participation in lessons, ensuring students' understanding of learning tasks, establishing appropriate task difficulty and challenge level, creating a supportive classroom environment, responding to student behavior appropriately, and motivating students to learn (Westwood, 2004 p.79). In fact, to deliver effective teaching that is responsive for all the students, lesson after lesson, day after day, over a continuous period of time constitutes an ongoing challenge (Graham et al., 2015). These authors also acknowledge that the teaching processes for inclusive education require extensive knowledge and skills; in addition, a positive attitude is essential

to effectively function in an inclusive classroom within a school and a community.



Dear students, we have started revising about teaching processes. To complement this topic, we will continue studying about the teaching profession and the responsive teaching framework during week 5.

Now, remember that in case you need feedback or any clarification regarding the topics we have studied in the fourth week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week on your virtual platform.



## Week 5

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### 1.4.1. The teaching profession



Note. Bonezboyz|shutterstock.com

Welcome to week 5! During this week, we will study about very interesting topics that you will enjoy a lot. The first topic is the teaching profession; I am sure you all agree that teaching is a wonderful profession because it is very rewarding.

According to Graham et al., (2015, p.50), "Teaching is considered a profession because it requires prolonged pre-service education and ongoing in-service and postgraduate professional learning opportunities". Also, the aforementioned authors acknowledge that teaching involves service to the benefit of others and engagement in continuing professional development.

Teaching involves commitment to behaving ethically because teachers must ensure that learners acquire knowledge and skills to succeed throughout their lives; also, teachers have a responsibility to protect students from risk and promote equitable treatment for all them. Teachers must always remember that all students have a right to learn content, skills and self-regulated learning approaches that will help them to enrich their lives (Graham et al., 2015).



Certainly, effective teaching results in maximizing students' outcomes within a sustainable context. "Improving learners' outcomes involves developing students' knowledge, skills and learning processes; also, it implies growth in learning that is meaningful, relevant and useful for living, working and lifelong learning (Graham et al., 2015, p.51). Teachers must also consider that the impact of teaching matters in the immediate and

future lives of all the students; therefore, the teaching profession faces many challenges to prepare learners to meet immediate and future needs.

Dear students, to reinforce your knowledge about the teaching profession and meeting learners' needs, let's continue with the following recommended activity.



### **Recommended learning activity**

Analyze the teaching profession by revising the OER (REA) "[Meeting Learners' Academic Needs](#)". I am sure you will enjoy analyzing this resource.

After revising the OER (REA) "Meeting Learners' Academic Needs", answer the questions below; for this activity, use your notebook or a Word document.

1. *What are the learners' needs that were mentioned in the article?*
2. *Mention one practical way of fostering a caring and secure learning environment.*
3. *Do students need to understand the learning goals?*
4. *Which is one of Piaget's contributions to our understanding of learning processes?*

Did you finish? Well done! When you developed the recommended learning activity, you could realize that some of the most important learning needs involve the need to feel secure and important, the need to understand the learning goals, the need for time to integrate learning, the need to understand the learning process, and the need to receive feedback. Furthermore, you could comprehend that one practical way of fostering a caring and secure environment is for the teacher to listen with empathy at the end of class. Regarding learning goals, you could realize that students need to be told what they are supposed to learn and why they should participate in learning activities. Finally, you could recognize that time is very important; in fact, one of Piaget's contributions to our understanding of

learning processes was to discover that people need time to accommodate new information and skills.

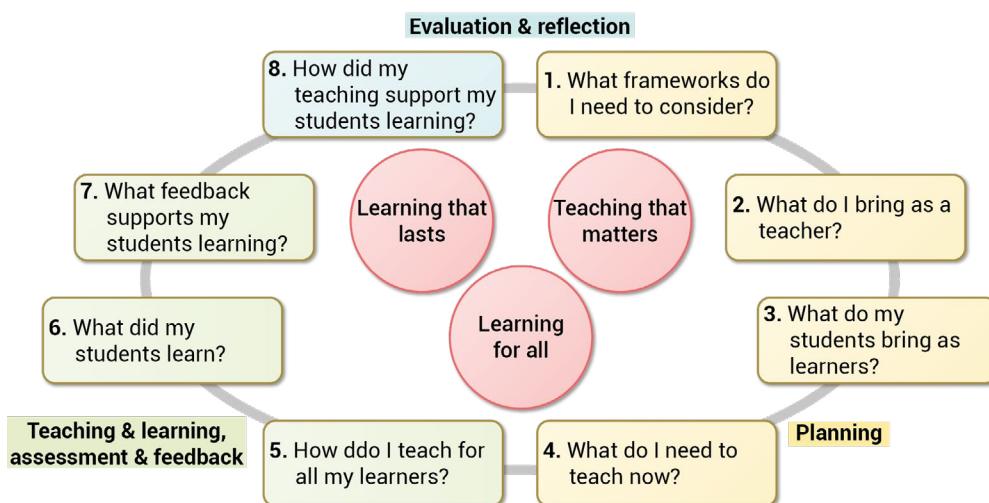
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Once you have finished the recommended learning activity, I am sure you are ready to continue studying about the responsive teaching framework.

#### 1.4.2. The responsive teaching framework

**Figure 3.**

*The responsive teaching framework*



Note This information is taken from Graham et al (2015). It describes the elements of the responsive teaching framework.

Effective teachers are responsive professionals who are aware that their efforts will contribute to promoting a more just and inclusive society. Responsive teachers know that their students' learning depends on the kind of effective teaching that explicitly responds to individual needs. In fact, responsive teaching is based on the curriculum and then is designed to meet the learning needs of individuals and groups of learners. Thus, reflective and flexible teaching practices that meet the learning needs of students is known as responsive teaching for sustainable learning (Graham et al., 2015).

The responsive teaching framework describes a teaching cycle that can support teaching practice; through a set of questions, inclusive teachers

ask themselves as they make decisions about how best to teach their students. These questions reflect the increasingly complex role of classroom teaching required by contemporary inclusive schools. These questions also acknowledge the variability of learners within schools, and require teachers to focus both on the group of learners and on the individuals who make up the class (Graham et al., 2015). The questions that are included in the responsive teaching framework are these:

- What frameworks do I need to consider?
- What do I bring as a teacher?
- What do my students bring as learners?
- What do I need to teach now?
- How do I teach for all my learners?
- What did my students learn?
- What feedback supports my students' learning?
- How did my teaching support my students' learning?

Regarding the first question What frameworks do I need to consider?, Graham et al., (2015) assert that when teachers are planning, they must consider the legislative framework (involving child protection, anti-discrimination and privacy laws), the ministry and school documents according to educational jurisdictions, the country and region strategic plans as well as the institutional curricula. The second question is related to the teachers' perspectives, strengths, needs, values and experiences. It also involves cultural competence, assumptions about learning, teaching skills and knowledge, assumptions about disabilities and learning difficulties as well as levels of responsive and reflective practice; all of these components are brought to teaching. The third question is related to what students bring as learners; thus, it involves cultural and family contexts, needs, interests, experiences, capabilities, prior learning and achievements students bring to learning. The fourth and fifth questions are related to planning and considering learning outcomes, ATRIUM capabilities, and learning activities that meet the students' needs as individual learners and as a learning group; also, they involve the procedures to engage learners, monitor their performance, and assess learning. The sixth question considers the ways

in which each learner and the learning group respond to the instruction in relation to the intended learning outcomes, unintended learning outcomes, and the factors that support and hinder learning. The seventh question is related to feedback; therefore, teachers must consider what immediate feedback supported learning, what further feedback is needed now (regarding the task, the processes of learning, and self-regulation), and how they can respond to students' needs. Finally, the last question involves considering how effective was teaching for the group and for individuals with respect to curriculum intended learning outcomes and ATRIUM capabilities. Also, teachers should reflect on the activities that can support learners' consistent and maintained progress.



Dear students, thanks for studying all the topics and activities that were included in unit 1. I am sure you are ready to demonstrate your in-depth knowledge of the aforementioned topics. Please, remember that in case you need feedback or any clarification regarding unit 1, you can participate in the synchronous activities and tutorials and you will get immediate support from your tutor. Also, do not forget to revise the academic announcements that will be posted every week in your virtual platform.

Now, I encourage you to complete the following self-assessment, which will allow you to check your learning of the contents studied.



## Self evaluation 1

**Self-assess your knowledge by choosing the correct answer.**

1. \_\_\_\_\_ is more than retained knowledge and skills; it is related to ongoing, purposeful, \_\_\_\_\_ because the learner effectively builds and rebuilds her or his knowledge and skills according to the situations and their change.
  - a. Sustainable learning / responsive and proactive learning
  - b. Responsive teaching / control and assessment
  - c. Professional development / automaticity and control
2. Sustainable learning is an approach to\_\_\_\_\_ that has the purpose of assuring a fair society by training instructors on how to respond to the \_\_\_\_\_. This type of learning is based on the establishment, development and maintenance of human learning processes.
  - a. inclusive education / diverse needs of learners
  - b. learning theories / language skills
  - c. information processing / memory components
3. Inclusion involves a process of managing different individuals and groups that \_\_\_\_\_; therefore, it implies including people in \_\_\_\_\_
  - a. are perceived as problems / settings where they were not previously included
  - b. have individual differences / special schools, hospitals and remedial clinics
  - c. are perceived as strong and healthy / top colleges and universities

4. \_\_\_\_\_ considers language a transformative process which is not \_\_\_\_\_; instead, it is conceived as the knowledge that is socially and culturally defined as well as personally constructed.
- Visual learning / submissive
  - Independent learning / cultural
  - Active learning / passive
5. \_\_\_\_\_ is related to the way in which teachers present information and how students \_\_\_\_\_ because these aspects influence learning.
- Developmental progression / demonstrate what they feel
  - Motivation and engagement / use their working memory
  - Organization of conceptual knowledge / organize ideas

**Read the sentences below and check the correct answer.**

6. ( ) Universal Grammar claims that all human languages possess the same set of categories and relations in order to communicate through language.
7. ( ) Motivation is the consciousness of our own thinking processes; it is related to our knowledge about how to do a task or understand a concept which depend on activating prior knowledge, setting goals and applying selected strategies.
8. ( ) Controlled processing is slow and sequential, takes time, requires active attention, and involves all available cognitive resources to engage at a time to perform a task.
9. ( ) The teaching processes for inclusive education require extensive knowledge and skills; also, a positive attitude is essential to effectively function in an inclusive classroom within a school and a community.

10. ( ) Sustainable learning describes a teaching cycle that can support teaching practice; through a set of questions, inclusive teachers ask themselves as they make decisions about how best to teach their students.

Answer Key

## Learning outcome 2

- Analyzes how ecological factors influence on EFL learning in order to design differentiated syllabus for effective inclusive teaching practices.

### Contents, resources and learning activities

In order to achieve the second learning outcome, you need to consider all the contents, resources and activities included in unit 2. Thus, I encourage you to consider the explanations offered in this unit, complete all the tasks that are proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.



### Week 6

## Unit 2. Influences on Learning

Welcome to week 6! In this week, we start studying unit 2. I invite you to follow the order of topics presented in this unit. The first topic we will study is related to the factors that influence learning. Please, consider all of the activities that are presented in this unit.

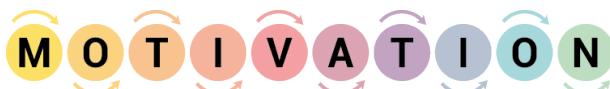
### 2.1. Factors that influence learning

Learning might be affected by several factors. The perspectives of the aspects that influence learning have changed over time. In fact, as Graham et al. (2015) emphasize, there are learner's inherent aspects and there also aspects related to the learner's environment and all of them are crucial for successful learning. These authors also affirm that learning can be understood as the result of the match involving students, teachers and the environment in which learning takes place. Anyway, each educational setting and each classroom might be different depending on learners' diversity and on cultural, linguistic and emotional aspects. Let's analyze some of the most relevant factors that influence learning.

### 2.1.1. Intrapersonal factors

As Brown (2007) acknowledges, these factors come from inside the individual. Each factor is an individual element of learners' ability but each component also interacts with another. Regarding the most relevant factors that influence the learning process, Khasinah (2014) considers motivation, attitude, age, intelligence, aptitude, learning style, and personality. Let's analyze each one of them so that we can understand how they can affect learning.

First of all, **motivation** has been defined as a factor that determines a person's desire to do something (Richards et al., 1985); certainly, these authors assert that it is obvious that students who want to learn are likely to achieve more than those who do not. As Keller (1983) claims, motivation places much more emphasis on the individual's decisions and all the choices human beings make as to what experiences or goals they will approach or evade, and the degree of determination they will employ in that respect.



Regarding **attitude**, Ellis (1986) explains that attitude in language learning is a set of beliefs about factors as the target language culture, the learners' own culture, the teachers, and the learning task they are given. When considering language, speakers of different languages have attitudes toward other's languages or to their own language. Stern (1983) considers three types of attitudes which include attitudes towards the community and people who speak L2, attitudes towards learning and the specific language concerned, and attitudes towards languages and language learning in general. It is also important to consider how learners feel about learning a specific language in a specific course and from a specific teacher. In addition, it is evident that students who have positive attitudes learn more, but also students who learn well acquire positive attitudes (Khasinah, 2014).



Note. aetbvideo205153|vecteezy.com

With respect to **age**, it is one of the factors affecting language learning. Some studies have determined that children are better at language acquisition than adults; on the other hand, adolescents and adults appear to be better in some aspects related to learning. According to Khasinah (2014), adolescents learn faster than adults and children as far as grammar and vocabulary are considered. Furthermore, young learners may have a higher overall success because of a longer exposure to the language. In fact, Khasinah (2014, p.260) states that "each age brings some advantages and disadvantages to the learning process and the decision when to start learning a foreign language depends on the situation of the individual learner".

Concerning **intelligence**, it has been defined as the general ability to master academic skills (Ellis, 1985). This author acknowledges that intelligence has been conceived in terms of linguistic and logical mathematical abilities. In fact, intelligence has been associated with high IQ (intelligence quotient) tests scores. As Khasinah (2014) claims, some people are gifted and they learn foreign languages easily; furthermore, some students acquire a language with different results despite the fact that they are at the same age and are equally motivated. Regarding intelligence, Gardner (1983) introduced a theory of Multiple Intelligences and described each one of them.



To understand how this author describes the components of intelligence, I encourage you to watch the following video: [Multiple Intelligences](#). This video includes a clear explanation about multiple intelligences. I am sure you will find it very interesting.

After watching the video and analyzing what the theory of Multiple Intelligences involves, I invite you to reflect on the following questions and use a notebook or a Word document to answer them:

- 
- What does bodily-kinesthetic intelligence involve?
  - Which type of intelligence is the one that deals with sensitivity to rhythm, pitch, tone and melody?
  - Why should teachers know about multiple intelligences?

After reflecting on the questions above, we are going to continue analyzing other factors that affect learning.

Regarding **aptitude**, it has been defined as a stable factor, which cannot be trained; it is separate from motivation, achievement and intelligence (Carroll, 1990). Certainly, aptitude has been conceived as the potential for achievement. Regarding language learning, aptitude is an ability that allows a student to learn a L2 faster and with less effort. Thus, four factors were identified in language aptitude: phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability (Carroll, 1990). In addition, Richards (1985) claims that aptitude is a natural capacity to learn a language and it involves a combination of various abilities. As Khasinah (2014) asserts, a student with high language aptitude can learn more quickly and easily than a student with low language aptitude.

**Learning styles**, also called cognitive styles, influence learning. According to Moussa (2014, p. 25), "learning styles can be simply understood as the various techniques that students prefer to use to perceive and process information and interact with the learning environment". A learning style is the particular way in which a learner tries to learn something (Khasinah, 2014). This author also affirms that in the field of language learning, different learners may prefer different solutions to learning problems; therefore, some students may prefer to listen to the teacher's explanations (audio learners), other students will prefer writing down words and

sentences to help them remember (kinesthetic learners) while others will prefer pictures, maps, images or other visual elements that they will easily remember (visual learners). Anyway, learning styles can be influenced by many aspects including a person's genetic background, culture and previous learning experience (Khasinah, 2014). Definitely, teachers need to consider learning styles to apply effective ways to achieve the best results and help their students succeed in the learning process.



Now, I invite you to watch the following video: [Learning styles](#) which includes more details about each of the learning styles. I am sure you will enjoy it.



Note. [watchtaxinyclvecteezy.com](http://watchtaxinyclvecteezy.com)

Also, **personality** is an important factor that should be considered as a factor that might affect the learning process. As Khasinah (2014) affirms, personality involves a set of features that characterize an individual. In addition, this author acknowledges that personality is difficult to define and measure because of its complicated nature. Nevertheless, regarding language learning, many researchers consider that personality has an important influence on success in this process. For Ellis (1986), the most significant personality features include self-esteem, risk-taking, introversion/extroversion, inhibition, anxiety and empathy. This author also claims that the effects of personality on SLA are difficult to investigate because most of personality traits may change depending of a situation. Thus, the same student may behave differently in a similar setting only because of some reasons like mood or tiredness. Certainly, students bring to the classroom not only their cognitive abilities but also affective states which influence the way they learn a language. As Khasinah (2014, p.267) states, "It is important for a teacher to recognize students' personality in order to supply them with suitable instructions and create the accurate atmosphere for learning".

Dear students, we have successfully studied some important factors that affect the learning process. Thanks for developing the activities for this week! Please, remember that in case you need feedback or any clarification regarding the topics we have studied during this week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



## Week 7

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### 2.1.2. Factors outside learners

Dear students, you are welcome to week 7! We will continue studying unit 2. I invite you to keep up the good work. During this week we will analyze additional factors that influence learning. Please, consider all of the activities that are presented below.

Among the factors that affect learning, we have aspects that are not inherent to the learner but they are outside the learner. Let's analyze some of the most relevant external factors that can influence on the learning process.

First of all, we are going to consider **curriculum**. This aspect depends on politics, legislation, educational policies and the educational setting. As Graham et al. (2015) emphasize, curriculum involves everything that is taught in schools and it is based on what the government in power ponders important in the world and on the elements that authorities think are essential for students' development and learning. Regarding curriculum, authorities and teachers must consider that educational experiences should be suitable to students' needs. Thus, Lightbown and Spada (1997) claim that language learning is less likely to occur if learners are completely submerged into the mainstream program without having any extra support.

Another factor is **instruction**, which involves the teachers' methodologies and the resources they use for teaching. As for language instruction, teachers should provide appropriate and effective learning experiences so that learners receive the input they need to achieve their learning development. Therefore, the learning process can also be influenced by what the teacher brings to the classroom; in addition, "each teacher is a unique human being with an identity, particular cultural competence, life

experiences, beliefs about teaching and learning, interpersonal skills and relationships, different degrees of self-awareness, levels of flexibility and developing professional skills and knowledge" (Graham et al., 2015, p. 85). Certainly, L2 instruction can have a significant effect on how learners acquire a second language (Ellis, 1992).



Note. pch.vector|freepik

Let's consider another factor that affects all learners: **family**. Family constitutes an essential factor that can determine success or failure in students' learning. In fact, family is responsible for the education of children and their main support network for the integral development of human beings. Therefore, the actions that families carry out come to empower or limit children; the influence of family is one of the most important factors in education (Bronfenbrenner, 2002). As Li and Qiu (2018, p.2) states, "families affect children's learning behaviors and academic achievement in important ways, as they are the primary and most significant environments that the children are exposed to". In addition, family problems such as unfaithfulness, violence, lack of trust and communication, abandonment, misunderstandings, broken marriages, and other issues have a strong negative impact on learners" academic performance. Thus, students who have experienced these problems might also deal with more issues such as the inability to manage conflict with classmates and roommates (Hamid, 2019). Likewise, the family socioeconomic status, the parents' academic background, and the family income are aspects that will also have an influence on students' academic performance.



Note. ruslanguzov/freepik

Regarding **school facilities**, they involve school buildings, lighting, acoustics, school and class size as well as other aspects that are related to the institution infrastructure. As Farombi (1998) claims, good schools with excellent learning infrastructures and excellent teachers allow learners to get successful academic achievement and contribute to the quality of education of a nation or society. Furthermore, Hallak (1990) asserts that facilities actually constitute one of the important factors that contribute to academic achievement in the school system; therefore, the availability, relevance and adequacy of laboratories, classrooms, accommodations, libraries, furniture, recreational equipment, apparatus and other instructional materials contribute to students' academic achievement.

### 2.1.3. Aspects of human wellbeing

According to Seligman (2011), author of the PERMA theory, there are five important aspects of human wellbeing. These aspects are positive emotions, engagement, relationships, meaning, and accomplishment; thus, these five elements support successful and sustainable learning.



Note. gstudioimagenprovecteezy

Regarding **positive emotion**, it is a route to well-being which involves a positive emotion about the past, a positive emotion about the present, and a positive emotion about the future. By cultivating gratitude and forgiveness, we can increase our positive emotion about the past. By enjoying physical pleasures and mindfulness, we can increase our positive emotion about the present. By building hope and optimism, we can increase our positive emotion about the future. However, this route is limited by how much an individual can experience positive emotions (Seligman, 2011). To have a better understanding of mindfulness, I invite you to watch the video [What is mindfulness?](#), which explains it clearly.

With respect to **engagement**, the PERMA theory includes it as an experience in which a person fully deploys his or her skills, strengths, and attention for a challenging task. This experience is gratifying since the activity is its own reward. For such an activity, concentration is fully absorbed in the moment, self-awareness disappears, and the perception of time is distorted in retrospect. Engagement experiences can include a wide variety of activities such as a good conversation, playing a musical instrument, reading a book, writing, fixing a bike, gardening, sports training or performance, among many other activities (Seligman, 2011).

Now, let's analyze **relationships**, another essential component of Seligman's PERMA theory. Certainly, relationships are fundamental to a person's well-being. Since we are social beings, we need to develop strong relationships that help us increase happiness, enjoyment, a feeling of belonging, and pride in accomplishment. As Seligman (2011) claims, connections to others can give life purpose and meaning; also, when we develop solid relationships, we show our capacity for love, compassion, kindness, empathy, teamwork, cooperation, and self-sacrifice.



Note. dualororua|vecteezy.com

Another element is **meaning**, which can derive from belonging to and serving something bigger than the self. A sense of meaning and purpose can be empowered by religion, family, science, politics, work organizations, justice, the community, social causes, among others (Seligman, 2011).

Finally, we have **accomplishment**, which is pursued even when it does not necessarily lead to positive emotion, meaning, or relationships. Human beings desire achievement, competence, success, and mastery for its own sake in a variety of areas that include the workplace, sports, games, hobbies, etc.

Dear students, we have finished the second unit.

Congratulations for your hard work. I am sure you are ready to demonstrate your in-depth knowledge of the aforementioned topics. Please, remember that in case you need feedback or any clarification regarding unit 2, you can participate in the synchronous activities and tutorials and you will get immediate support from your tutor. Also, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



Now, I encourage you to complete the following self-assessment, which will allow you to check your learning of the contents studied.



## Self evaluation 2

**Read the sentences below and check the correct answer.**

1. ( ) Aptitude is a stable factor which has been defined as the potential for achievement.
2. ( ) Self-steem, risk-taking, introversion/extroversion, inhibition, anxiety and empathy are features related to factors outside the learner.
3. ( ) School facilities actually do not affect academic achievement and the quality of education.
4. ( ) Family constitutes an essential factor that can determine success or failure in students' learning.
5. ( ) Attitude has been defined as the general ability to master academic skills and has been associated with high IQ tests scores.

**Read the sentences below and choose the correct alternative to complete each idea.**

6. \_\_\_\_\_ prefer writing down words and sentences to help them remember while \_\_\_\_\_ prefer to listen to the teacher's explanations.
  - a. Visual learners / older students
  - b. Kinesthetic learners / audio learners
  - c. Younger learners / kinesthetic learners
7. PERMA theory involves five important components of \_\_\_\_\_. These aspects are positive emotions, engagement, \_\_\_\_\_, meaning, and accomplishment; thus, these five elements support successful and \_\_\_\_\_.
  - a. human wellbeing / relationships / sustainable learning
  - b. learners' mindfulness / motivation / personal wellbeing
  - c. academic achievement / empathy / inclusive education

8. When we cultivate \_\_\_\_\_, we can increase our positive emotion about the past. By enjoying physical pleasures and mindfulness, we can increase our positive emotion \_\_\_\_\_. By building \_\_\_\_\_, we can increase our positive emotion about the future.
- hope and optimism / towards our own goals / empathy and love
  - kindness and faithfulness / about current events / hope and trust
  - gratitude and forgiveness / about the present / hope and optimism
9. According to Seligman (2011), \_\_\_\_\_ can involve activities such as having a good conversation, playing a musical instrument, reading a book, gardening, sports training or performance.
- engagement experiences
  - personal frustration
  - positive and negative emotions
10. According to Seligman (2011), \_\_\_\_\_ can be empowered by religion, family, science, politics, work organizations, justice, the community, and social causes.
- a learner's feeling of insecurity
  - self-sacrifice and engagement
  - a sense of meaning and purpose

Answer Key



## First term final activities



## Week 8

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Dear students, we have successfully studied interesting topics that were included in the first term. You have developed several activities during weeks 1-7. I am sure that you have dedicated enough time for each activity and now you should feel confident to demonstrate your knowledge and skills.

I suggest you continue studying during this week. You can use the links, resources, and exercises you have in this academic guide. Please, revise again the self-assessment sections you have in units 1 and 2. Also, you should consider recommended learning activities because they will help you recall the most important topics we have studied so far. Remember that we also had online questionnaires and other graded activities that were included in this term. Finally, I suggest you design your own summary or mind maps, depending on your preferences, as a preparation for the First Term Evaluation. My best wishes for your success!



Note. DeiMosz|shutterstock.com



## Second bimester

### Learning outcome 3

- Applies the principles, approaches and strategies to attend EFL students' needs and identities in inclusive ways to implement inclusive pedagogical practices in English teaching.

### Contents, resources and learning activities

In order to achieve the learning outcome 3, you need to consider all the contents, resources and activities included in unit 3. Therefore, I encourage you to consider the explanations offered in this unit, complete all the tasks that are proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.



### Week 9

## Unit 3. Learning and teaching that matters

Welcome to the week 9! Let's start studying unit 3. The first part of this unit provides an explanation about the importance of identifying learning needs and providing opportunities for all the learners. Also, we will study about lifelong learning and the most common disabilities and learning difficulties. Let's start with the first topic of this unit.

### 3.1. Learning for all

Learning for all involves responsive teaching that provides opportunities for all learners. As Graham et al. (2015) affirm, learning for all implies considering the needs of all the students in a class and offering them suitable strategies and approaches for effective teaching.

Furthermore, these authors claim that although all of the students have similar fundamental learning needs, every student is different and unique; therefore, teachers must consider those differences so that they offer planned and responsive teaching for effective learning. To have a better understanding about this topic, I invite you to watch the video [Education for all](#). I am sure this resource will be useful when studying how to offer opportunities for all the students in an inclusive learning environment.

After watching this interesting video, I invite you to reflect on the following questions and use a notebook or a Word document to answer them:

- 
- What does "Education for all" imply?
  - Why should all teachers know about inclusion?
  - How can adaptations benefit different learners at the same time?

Dear students, I am sure you enjoyed the video and you had a good time for a reflection based on the questions previously proposed. Now, let's continue analyzing students' needs.

### 3.1.1. Considering students' needs

Students' needs as well as students' abilities must be considered in sustainable learning. As Graham et al. (2015) acknowledge, inclusive practices are based on the learners' needs; therefore, teachers need to identify those learning needs and design a consequent intentional planning that provides opportunities for all the students.

When considering students' needs, it is useful to analyze the traditional hierarchy of needs proposed by Maslow, which examines human needs and establishes a pyramid that includes physical, emotional, social and intellectual needs and demonstrates that survival needs must be satisfied before progressing to the higher level. Let's consider Maslow's hierarchy of needs to better understand about the different categories of human needs, which dictate an individual's behavior.



Note. Mark Nazh|shutterstock.com

According to Graham et al. (2015), Maslow's hierarchy of needs can be applied in the classroom because it helps the teachers realize that students who are hungry or frightened (among other basic needs) need to have their physiological needs fulfilled to be ready to participate in the different learning activities proposed by the teacher in the classroom. In addition, we need to responsibly reflect on how can teachers contribute for helping students fulfill their needs. Likewise, we must ensure that our students' psychological and cognitive needs are met in the classroom.

Now, let's continue with the last topic we will study during this week.

### 3.1.2. Defining lifelong learning

"Lifelong learning is the continued development of knowledge and skills through life" (Graham et al. 2015, p.2). Certainly, this concept involves permanent learning that is voluntary, has the purpose of achieving personal fulfillment, and continues throughout life of a person. According to Dunn (2003), lifelong learning, also known as LLL, covers the whole range of learning including formal, informal and non-formal learning as well as the skills, knowledge, attitudes and behaviors that human beings attain in their everyday experiences. Likewise, the aforementioned author affirms that lifelong learning helps us achieve other important goals such as social inclusion, active participation in civic life, a more sustainable lifestyle, and improvement in health and wellbeing; therefore, it is beneficial for the individual and the society. Teachers should remember that LLL requires that learning outcomes from different settings and contexts can be linked together.

Dear students, after studying the topics for this week, I encourage you to consider the following interactive resource, which is a matching exercise that will be helpful for revising students' needs and lifelong learning.

### Students' needs and lifelong learning

Dear students, I am sure you were very successful when completing the previous matching activity (interactive resource). I am sure you have done a great job. Now, you have a clear idea about the importance of identifying learning needs to offer students suitable strategies and approaches for effective teaching. Also, remember that there is a hierarchy of needs proposed by Maslow which helps us realize that students need to fulfill their basic physiological needs in order to be ready to participate in the different learning activities proposed by the teacher in the classroom. Finally, do not forget that lifelong learning involves permanent learning that is voluntary, has the purpose of achieving personal fulfillment, and continues throughout life of a person.

Dear students, we have successfully developed the activities proposed for this week. Thanks for your dedication and hard work! Please, remember that in case you need feedback or any clarification regarding the topics we have studied during this week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



### Week 10

Welcome to the week 10! During this week, we are going to continue studying important topics that are also included in unit 3. We will revise about the most common disabilities and learning difficulties that can affect many learners. You have studied about them in a previous course; therefore, I invite you to revise what you have already learned and clarify any doubts you might have.

### 3.1.3. Disabilities and learning difficulties



Note. rawpixel.com|vecteezy.com

According to Graham et al. (2015), students with learning difficulties, disabilities, or other additional learning needs are present in almost all classrooms. Although they have the same fundamental learning needs as their peers, they require additional assistance, support, adjustments or a different approach to enable learning. Thus, teachers must be aware of the students' differences in their abilities and provide learning experiences that respectfully allow them to develop their abilities. In addition, teachers need to be informed about learning difficulties, disabilities and the strategies they can apply in these cases.

First of all, let's revise some details about the **Autism Spectrum Disorder** which is also called ASD and has been defined as a lifelong neurodevelopmental disorder that displays varying degrees of severity (Graham et al. 2015). It is more prevalent in males than in females but has equal frequency within all ethnic and socioeconomic groups. ASD can affect how a student processes information, communicates and relates to other people. Students with ASD usually have impairments in three developmental areas that involve social communication, social interaction, and imagination. Graham et al. (2015) also affirm that some factors associated to ASD include sensory sensitivity, restricted and repetitive interests, anxiety, executive functioning constraints and learning difficulties. Teachers can help them through structured classroom routines, warning of approaching changes, an organized learning environment, the use of social stories and visual representations. To have a better understanding of what Autism involves, I invite you to watch the video [Autism Spectrum: Atypical Minds in a Stereotypical World](#), which explains it clearly.

Regarding **intellectual disability**, Graham et al. (2015) explain that it can be a stand-alone condition, a symptom of a syndrome, or the effect of a condition such as cerebral palsy. The authors also suggest that intellectual disability may be caused by a wide variety of possible impairments.

Students with intellectual disability may become competent in academic skills such as reading, writing and math; however, they might experience problems with higher-order concepts or complex ideas. In this case, teachers can support students with an intellectual disability through group work and individual instruction; furthermore, modifying a task difficulty level, pre-teaching, allowing additional practice, and facilitating response formats are helpful.

**Language disorders** are also very common among students. As Graham et al. (2015) acknowledge, they are related to difficulties when understanding language and formulating or expressing ideas. In addition, difficulties with articulation as well as problems when using language in social communication can be related to language disorders. In a classroom, these difficulties affect the learners' abilities to access and take part of learning activities and social interaction; thus, they have problems to adequately process, respond to ideas being discussed, understand texts, and follow instructions. Teacher can help these students by offering them extra instruction and practicing opportunities to develop their skills. Furthermore, adjusting the way in which information is presented (using simplified language), providing step-by-step instructions for a task, rephrasing explanations, providing a glossary of key terms, and allowing more time to process information and complete tasks can benefit students with language disorders.

**Vision loss and hearing loss** are significant restrictions regarding the ability to hear or see and may be caused by different factors that include congenital or developmental problems, accidents, trauma, or other health conditions. Certainly, these restrictions will significantly have a major impact on how students learn and participate in learning activities (Graham et al. 2015). In these cases, teachers need to work with specialists, family members and the students themselves to understand the students' needs and help them access the curriculum and provide the necessary adjustments for them. Teachers must understand that the learning needs of students with vision or hearing loss are unique to each learner and the context; therefore, there is not a specific recipe or strategy for helping them. Anyway, some general requirements are related to presenting the material in alternative formats, using technology to enable students' learning and participation, modifying materials or activities, and using assistive applications.



Note. puguh akbar setiawan|vecteezy.com

With respect to **physical disability**, Graham et al. (2015) remark that they are related to different causes and the impact on each person is also different even when suffering the same condition. Physical disabilities can affect an individual's gross and fine motor movements, coordination and strength. In a school, high school, or university, students with physical disabilities will experience difficulty with physical access to the institution and specifically to the classroom. Also, they will have difficulties in other everyday activities that involve movement and coordination. In this case, assistance, support, and modifications are required; for instance, authorities and the teacher can consider specific school locations or classrooms that are accessible for the students. In addition, teachers must promote equitable access and participation by presenting information in a form that is accessible to students with these disabilities, planning activities in which these learners can participate, and providing opportunities for them to practice the same skills as their peers at a level appropriate to their age and abilities.



Note. macrovector|freepik.com

**Mental health disorders** involve a wide range of conditions that can have significant effects on students' learning, participation and wellbeing. These conditions include anxiety, behavioral, mood and psychotic

disorders. According to Graham et al. (2015), the most common mental health disorders are anxiety and depressive illnesses, which hinder active learning. These disorders interfere with thinking skills because they affect perceptions, attention, planning and processing, as well as demonstration of thinking and learning. In addition, mental health disorders frequently affect socialization and self-confidence. In the school setting, learners with a mental health disorder often benefit from access to school psychologists. Thus, teachers, psychologists, family members, and other mental health professionals should work together to ensure that students feel safe and ready to learn at school. As Graham et al. (2015, p.153) remark, "Students experiencing mental health disorders may be particularly vulnerable to bullying, and this requires close monitoring by staff and supportive peers". Also, teachers can help them by modifying tasks that require sustained attention, planning preferential seating, and allowing frequent lesson breaks.



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Regarding **Attention deficit hyperactivity disorder** (ADHD), Graham et al. (2015) affirm that students who experience ADHD actually can pay attention to everything and thus they have difficulty for filtering out irrelevant stimuli and constraining impulses. ADHD frequently affects organizational and planning skills which involves their possessions and their thinking; this situation has an impact on learning and socialization. When teachers know about this condition, they can respond to learners' needs, maintain permanent communication with parents and health professionals, be aware of medical interventions and contribute to informed-decision making regarding the use and evaluation of the effectiveness of medication. Furthermore, teachers should consider the duration of learning tasks, the expectations regarding the quantity of work to be completed by students, the students' strengths and interests as well as the different modes

students may use for responding or presenting an activity. Likewise, breaking down tasks into achievable steps, providing organizational support, setting appropriate work targets or goals, demonstrating strategies and encouraging students to use them, and providing individual reinforcement will definitely help learner with ADHD (Graham et al., 2015).

To complement this review of disabilities and learning difficulties, I encourage to carefully analyze the OER (REA) [Overview of Learning Difficulties](#) in which you will find a clear explanation of learning difficulties and disabilities that affect learners' performance. I encourage you to revise this resource and take notes about the most important ideas you will find there.

Once you have analyzed the information presented in the aforementioned resource, please consider the following questions. Use a notebook or a Word document to write your answers.

- What are some of the most common difficulties mentioned? Explain at least three of them.
- What is disfluent reading?
- Is there a unique way in which learning difficulties have been classified?



Dear students, we have briefly revised some of the most common disabilities and learning difficulties. Now, we understand that all of them imply a challenge for teachers, parents, authorities, and students. Accordingly, we have successfully developed the activities proposed for this week.

Thanks for your dedication and hard work! Please, remember that in case you need feedback or any clarification regarding the topics we have studied during this week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.





## Week 11

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Dear students, welcome to the week 11! During this week, we are going to study about some aspects of responsive teaching as well as strategies and resources for inclusive teaching that will be included and reinforced by Universal Design for Learning.

### 3.2. Teaching that matters

According to Graham et al. (2015), sustainable learning depends on teaching that matters; therefore, the different instructional approaches used by teachers can make a difference and include effective strategies that provide learning opportunities for all the students. In this context, the aforementioned authors suggest that successful teaching is influenced by general orientations to instruction and by mind frames, which are ways of thinking about teaching roles that help educators to make decisions regarding the teaching and learning process. Mind frames might guide educators' actions and involve conceiving teachers as leaders who believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.

#### 3.2.1. Strategies and resources for inclusive teaching

Molbaek (2018) asserts that inclusive teaching involves providing students with opportunities to participate academically and socially. In regular classrooms, the teachers' choices before, during and after the teaching are perceived as being essential for all students' opportunities for participating in the learning activities.

In addition, four central dimensions in inclusive teaching have been considered to support the teachers work when developing inclusive practices. These dimensions include a framing dimension, a relational dimension, a didactic dimension and an organizational dimension.

Regarding the framing dimension, inclusive teaching strategies focus on traditional classroom management strategies such as routines, rules and clarity regarding the ways in which the teacher wants the students to engage in the learning activities. Molbaek (2018, p.1051) states: "For many students, this dimension can provide the predictability they need to

feel secure and be more active in their own learning processes". Focusing on this dimension, the teacher should emphasize on the clarity of the communication in relation to the daily teaching practice and demonstrate continuity and flexibility to meet the needs of all students.

The relational dimension is related to the teachers' understanding and communication to and about the student and its implications for the students' opportunities to engage in the academic and social arrangements (Mitchell 2008). Teachers' teaching strategies thus reflect their understandings of normality, learning and development as well as the schools' culture. "Focusing on this dimension, the teachers' job is to facilitate communication and cooperation with all central actors in and around the school" (Molbaek 2018, p.1052).

The didactic dimension involves the teachers' knowledge about the subject, teaching competencies and knowledge about the students' diverse learning capabilities. Here, the teachers' ability, time and willingness to adjust and differentiate the instructions, together with clear learning objectives, assessment, feedback and critical reflection are decisive to ensure learners' participation and offer learners the opportunity to learn (Molbaek, 2018). Thus, teaching is considered a content-based intentional, interventional, interactional and institutional activity that involves planning, evaluation and development on different levels (Uljens, 1997).

Inclusive teaching strategies also depend on an organizational dimension which focuses on the schools' culture, norms and values (Tingleff 2013). In this context, "the school leaders' roles and priorities are central in developing a school for all and supporting the participation of all students, parents, teachers, etc" (Molbaek 2018, p.1052). This dimension also emphasizes on teachers' participation in learning communities.



Dear students the dimensions we have revised allow us to understand that inclusive teaching depends on several important aspects that must be considered when applying strategies and resources in an inclusive learning environment. We have successfully completed the activities proposed for this week. Please, remember that in case you need feedback or any clarification regarding the topics we have studied during this week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



## Week 12

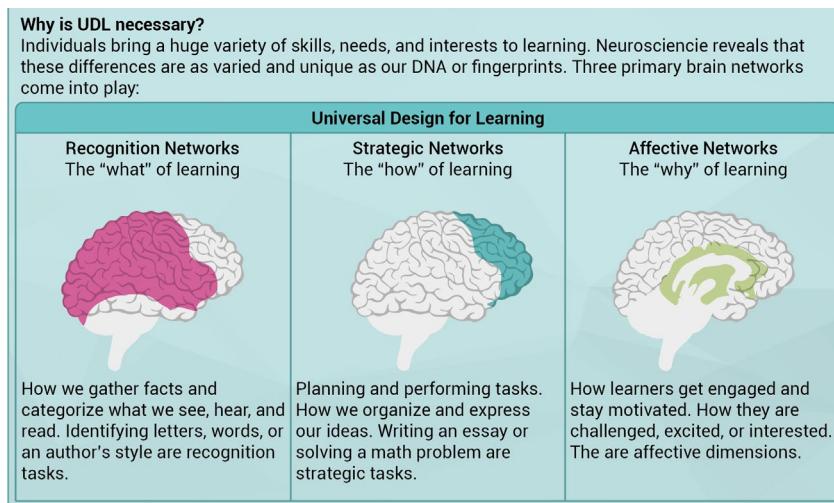
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Welcome to the week 12! During this week, we are going to study about Universal Design for Learning and its three principles, which are part of this approach that allows optimizing and improving inclusive teaching.

### 3.2.2. Universal Design for Learning

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people. UDL is based on scientific insights into how humans learn. According to Rose and Meyer (2002), the basis of UDL is grounded in emerging insights about brain development, learning, and digital media. UDL emerged as an alternative to the problem of disconnection between an increasingly diverse student population and a "one-size-fits-all" curriculum that would not produce the academic achievement gains that were being pursued (Edyburn, 2005). Certainly, "universal design" has been conceived as a philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable with or without requiring assistive technologies (Edyburn, 2005). Furthermore, the concept of UDL focuses on research, development, and educational practice to understand diversity and apply technology to facilitate learning.

**Figure 4.**  
*Universal Design for Learning*



Note This information is taken from Bray (2012). It describes the principles of UDL.

According to Rose (2000), UDL has the potential to increase access and transform the learning process; thus, fulfilling this potential involves cautious application of UDL considering flexibility to face barriers in learning. As Edyburn (2005, p.18) acknowledge, "UDL provides a vision for breaking the "one-size-fits-all" mold and therefore expands the opportunities for learning for all students with learning differences. Recognizing and responding to diversity is a core motivation for engaging in UDL practices". In fact, UDL has been conceived as an important and timely approach for enhancing students' academic achievement.

When recognizing the value of UDL, the aforementioned author states: "Good design for people with disabilities benefits everyone," (Edyburn 2005, p.18); thus, this assumption provides a powerful basis for exploring the application of UDL in education. The philosophy of UDL is embodied in three principles that serve as its core components: multiple means of representation, multiple means of action and expression, and multiple means of engagement. We are going to study each of the three principles and we are going to analyze how to apply them in the classroom.

### 3.2.3. Representation

UDL offers more than one way for students to learn and show what they know. Let's study the first principle of UDL: representation. It is related to

the recognition network representing the “what” of learning and addressing how students gather and categorize information (Boothe et al., 2018). Teachers can meet the needs of a variety of learners via the recognition network through the utilization of multiple means of representation (Edyburn, 2005). Multiple means of representation involve the ways in which students acquire information and knowledge. Definitely, multiple means of representation provide learners various ways of acquiring information and knowledge. The use of multiple means of representation and expression may also serve to increase and sustain student engagement in the course content in the college classroom (Marino et al., 2014).

Teachers can meet the multiple means of representation principle by making changes to their course materials and adjusting their instructional strategies. As Boothe et al. (2018) remark, educators can use multiple formats when providing course content to students; accordingly, they can use video-based lectures and tutorials to support the content presented through text-based readings and other modes. In addition, teachers can provide class lecture in multiple formats, such as providing an in-class lecture, recording the lecture, or providing other types of audio recording related to the class topic (Smith, 2012). The table below, which is proposed by Boothe et al. (2018), presents examples of different ways in which teachers can provide multiple means of representation in their courses.

**Table 1.***Multiple means of representation*

Multiple means of representation Themes	
Theme:	Supported Research
Create course outcomes that address varying learning preferences	Gradel & Edson, 2010
Highlight critical or key information	Davies Schelly, & Spooner, 2013; Schelly, Davies, & Spooner, 2011; Robinson & Wizer, 2016; Scott, Temple, & Marshall, 2015; Smith, 2012
Include transcripts of visual/audio and slide presentations	Robinson & Wizer, 2016; Scott, Temple, & Marshall, 2015
Offer real-world experiences	Schelly, Davies & Spooner, 2011
Provide choices about product format	Gradel & Edson, 2010; Scott, Temple, & Marshall, 2015
Prompt feedback on assignments	Días & Trumpy, 2014; Robinson & Wizer, 2016; Schelly, Davies, & Spooner, 2011
Provide guides or examples for assignments to include rubrics	Rao, Edelen-Smith, & Wailehua, 2014; Robinson & Wizer, 2016
Provide lectures or content in multiple formats	Davies, Schelly, & Spooner, 2013; Gradel & Edson, 2010; Rao, Edelen-Smith & Wailehua, 2014; Schelly, Davies, & Spooner, 2011; Simonds & Brock, 2014; Smith, 2012; Tobin, 2014; Dell, Dell, & Bradshaw, 2015; Rao, Edelen-Smith, & Wailehua, 2014
Provide syllabus and course overview	Gradel & Edson, 2010; Rao, Edelen-Smith & Wailehua, 2014; Scott & Temple, 2017
Simple Navigation/Consistent use of Learning Management Tools (LMS)	Gradel & Edson, 2010; Tobin, 2014
Use accessible technology	Gradel & Edson, 2010
Use conceptual mapping tools	Friedman & Friedman, 2013
Utilize social media	

Note. This information is taken from Boothe et al (2018). It presents multiple means of representation and suggested sources for research.

Dear students, as you can observe in the table, there are different forms in which teachers can offer learners multiple means of representation in their courses.



Now, I encourage you to analyze the video [Multiple Means of Representation](#), which includes a detailed explanation as well as interesting examples related to this UDL principle.

Once you have analyzed the video, I am sure you have a clear idea about what the Representation principle involves and how it can be applied in the classroom. Thus, we have successfully developed the activities proposed for this week. Thanks for your dedication and responsibility! Please, remember that in case you need feedback or any clarification regarding the topics we have studied during this week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



## Week 13

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Dear students, welcome to the week 13! During this week, we are going to continue studying about Universal Design for Learning and specifically the following principles: Action and expression and Engagement.

### 3.2.4. Action and expression

The second principle of UDL is Action and expression. This principle involves multiple means of action and expression that align with the strategic network and is related to how students demonstrate their understanding of the content (Boothe et al., 2018). Teachers can meet the principle of multiple means of action and expression by giving students flexible opportunities to demonstrate skills and content knowledge. Smith (2012) explains that there are several ways in which students can demonstrate their knowledge and skills; for instance, assignments that include images or videos, spell check word processors or other digital writing tools, graphic organizers to plan assignments, design of a web-based or digital product, and speech-to-text applications.

As we have analyzed, teachers can apply multiple means of expression by offering learners alternatives to demonstrate what they know. Therefore, teachers can offer choices regarding assignment format according to students' preferences and abilities. The table below, proposed by Boothe et al. (2018), includes examples of different ways in which teachers can modify instructional strategies to meet this second principle and provide multiple means of action and expression in their courses.

**Table 2.***Multiple means of expression*

Multiple Means of Expression Themes	
Theme	Supported Research
Accessible technology	Gradel & Edson, 2010; Scott, Temple, & Marshall, 2015
Clarify assignment expectations	Rao, Edelen-Smith & Wailehua, 2014; Scott, Temple, & Marshall, 2015; Smith, 2012
Discussion Boards	Rao, Edelen-Smith & Wailehua, 2014; Scott, Temple, & Marshall, 2015
Offer flexible opportunities for demonstrating skills	Smith, 2012
Provide choices when responding	Gradel & Edson, 2010; Schelly, Davies, & Spooner, 2011; Scott, Temple, & Marshall, 2015; Tobin, 2014; Vu & Fadde, 2013
Provide feedback	
Provide opportunities to practice with supports	Smith, 2012
Summative Assessments	
Use conceptual mapping tools	Gradel & Edson, 2010 Gradel & Edson, 2010

Note. This information is taken from Boothe et al (2018). It presents multiple means of action and expression and suggested sources for research.

Dear students, as you can observe in the table, there are different forms in which teachers can offer learners multiple means of action and expression.



Now, I encourage you to analyze the video [Universal Design for Learning \(Part 5\): Action and Expression Strategies](#), which includes a detailed explanation as well as interesting examples related to this UDL principle.

Once you have analyzed the video, I am sure you have a clear idea about what the second UDL principle involves and how it can be applied in the classroom. Now, let's continue studying the Engagement principle.

### 3.2.5. Engagement

The engagement principle involves multiple means of engagement which is related to the affective network and focuses on actions taken by both students and educators to increase active participation in learning course material (Boothe et al., 2018). This principle involves the "Why" of learning and considers how learners get engaged and stay motivated, and how

learners are challenged, excited or interested. Certainly, the engagement principle suggests that the students always know the goals of the lesson and what the standards are. By being clear about goals, teachers can help students sustain effort and persistence when things get challenging. Engagement can be encouraged if it is based on how the assignment is delivered, the perspective of the topic, the different methods of working, as well as social emotional factors (Thibodeau, 2021).

Teachers should consider that learners' emotional responses to the topic and to the learning itself are controlled by the affective network (Boothe et al., 2018). Therefore, they can design instruction for a wide variety of students' needs and can adjust instruction to allow for multiple means of engagement. A variety of ideas and strategies for increasing student engagement and motivation can be implemented. The chart below presents some ways in which teachers can implement the principle of engagement in their courses.

**Figure 5.**  
*Multiple means of engagement*



Note. This information is taken from Thibodeau (2021). It describes multiple means of engagement.



Dear students, as previously analyzed in the chart, there are different forms in which teachers can offer learners multiple means of engagement in their courses. Now, I encourage you to analyze the video [Affective Brain and Engaging Learners](#), which includes a detailed explanation as well as interesting examples related to this UDL principle.

After analyzing the video, I am sure you have a clear idea about the Engagement principle and the ways it can be implemented in the classroom. Now, I invite you to develop the following recommended learning activity that will reinforce your knowledge about UDL.



### Recommended learning activity

Analyze Universal Design for Learning by revising the OER (REA) "[Universal design as a tool to promote inclusivity in the language classroom](#)". I am sure this resource will very useful to reinforce your knowledge of this topic.

After revising the OER (REA) "Universal design as a tool to promote inclusivity in the language classroom", answer the questions below; for this activity, use your notebook or a Word document.

1. *What is the idea and intent behind Universal Design for Learning?*
2. *How can we summarize the principles of UDL?*
3. *How can teachers present language skills and content?*

Dear students. I am sure you were very successful when developing the recommended learning activity, you could realize that the idea and intent behind UDL is to plan and use curricula that best serve all learners regardless of their abilities and backgrounds. Also, to summarize the principles of UDL, we can affirm that educators should diversify how material is presented, how activities are conducted, and how students demonstrate their understanding in order to accommodate and support all learners regardless of abilities. In addition, teachers can present language skills and content in multiple formats regardless of the target skill.

Dear students, we have successfully finished the activities proposed for this week. Thanks for your dedication and hard work! Please, remember that in case you need feedback or any clarification regarding the topics we have

studied during this week, you can participate in the synchronous activities and tutorials and you will get direct support from your tutor. Also, do not forget to revise the academic announcements that will be posted every week in your virtual platform.

Now, I encourage you to complete the following self-assessment, which will allow you to check your learning of the contents studied in this unit.



## Self evaluation 3

**Self-assess your knowledge by choosing the correct answer.**

1. \_\_\_\_\_ proposed by Maslow helps us realize that students need to fulfill their \_\_\_\_\_ in order to be ready to participate in the different learning activities proposed by the teacher in the classroom.
  - a. Universal design for learning / intellectual needs
  - b. The hierarchy of needs / basic physiological needs
  - c. Lifelong learning / emotional needs
2. Learners with \_\_\_\_\_ usually have impairments in three developmental areas that involve social communication, social interaction, and imagination.
  - a. physical disability
  - b. the Autism Spectrum Disorder
  - c. hearing loss
3. \_\_\_\_\_ is embodied in three \_\_\_\_\_ that serve as its core components: multiple means of representation, multiple means of action and expression, and multiple means of engagement.
  - a. The principle of engagement / assumptions
  - b. The framing dimension / learning components
  - c. The philosophy of UDL / principles
4. Educators can meet the \_\_\_\_\_ principle by making changes to their course materials and adjusting their instructional strategies. Therefore, they can \_\_\_\_\_ through the use of multiple formats such as video-based lectures, text-based readings, recordings, or different types of audio recordings related to the class topic.
  - a. multiple means of representation / provide content
  - b. organizational dimension / use conceptual mapping tools
  - c. multiple means of engagement / use discussion boards

5. The principle of \_\_\_\_\_ aligns with the \_\_\_\_\_ network and is related to how students demonstrate their understanding of the content. Teachers can meet this principle by giving students flexible opportunities to demonstrate skills and content knowledge.
- representation / recognition
  - action and expression / strategic
  - engagement / affective

**Read the sentences below and check the correct answer.**

6. ( ) Students with intellectual disability may become competent in academic skills such as reading, writing and math; however, they might experience problems with higher-order concepts or complex ideas.
7. ( ) ADHD is related to difficulties when understanding language and formulating or expressing ideas.
8. ( ) Mental health disorders involve a wide range of conditions that can have significant effects on students' learning, participation and wellbeing. These conditions include anxiety, behavioral, mood and psychotic disorders.
9. ( ) The principle of engagement, which is related to the affective network, considers how learners get engaged and stay motivated, and how learners are challenged, excited or interested.
10. ( ) The principle of representation aligns with the strategic network and is related to how students demonstrate their understanding of the content.

**Answer Key**

## Learning outcome

4

- Applies the principles, approaches and strategies to attend EFL students' needs and identities in inclusive ways to implement inclusive pedagogical practices in English teaching.

## Contents, results and learning activities

In order to achieve the last learning outcome, you need to consider all the contents, resources and activities included in unit 4. Therefore, I encourage you to consider the explanations offered in this unit, complete all the tasks that are proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.



Week 14

### Unit 4. Inclusive Practices in EFL teaching

Dear students, welcome to week 14! We are going to start studying the last unit of this course. I invite you to follow the order of the topics presented in this unit. We are going to start revising assessment in inclusive education. Please, consider all of the activities that have been planned.

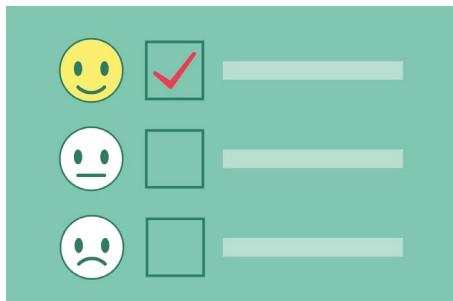
#### 4.1. Assessment and feedback for inclusive education



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Assessment and feedback are essential in inclusive education. These crucial components have been included in different courses you have previously studied. Therefore, I am sure that recalling them will be easy for you. As you know, assessment and feedback are connected because feedback comes from assessment (Graham et al., 2015).

According to Popham (2003), assessments play an integral role in teaching and learning; therefore, effective assessment is a way towards improved instruction. Assessment is also considered as an opportunity that a learner has to demonstrate learning. As Graham et al. (2015) acknowledge, assessment is a response to questioning or some stimulus material through different processes that can include oral or written language, graphic representations, creative products and performances as well as the correct selection of pre-designed responses.



Regarding feedback, Bergh et al. (2013) affirm that it is one of the most powerful tools that educators can use to enhance their students' learning. Feedback is information about a student's learning or performance which can be used to improve future work or performance. Feedback also provides information about the process and the success achieved in tasks or other learning activities in which students participate (Graham et al., 2015). Certainly, teachers should provide facilitative feedback that must emphasize the development of meta-cognition and social learning (Bergh et al., 2013).

Dear students, after the previous introduction, I encourage you to continue analyzing assessment in inclusive education in a more detailed way.

#### 4.1.1. Assessment in inclusive education

To define what inclusive assessment is, Hockings (2010, p.34) states that it is "the design and use of fair and effective assessment methods and practices that enable all students to demonstrate to their full potential

what they know, understand and can do". Waterfield and West (2010) define inclusive assessment not just as a concept but as a set of coherent actions, this type of assessment involves a fair way of assessing for learning that achieves the objective of measuring the learning outcomes of a course and awarding grades, while recognizing learners' diversity and their diverse learning styles. In this context, Pavri (2001) remarks that assessment in diverse settings entails cautious examination of practices to ensure provision of equal and fair opportunity for all the students, irrespective of their backgrounds. Therefore, educators need to plan and prepare techniques to make a fair judgment of students' abilities.

#### *Inclusive assessment*

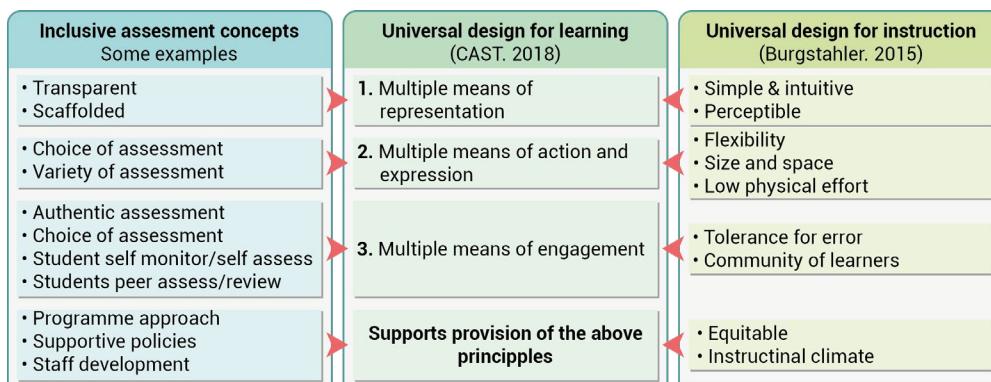
"Let's be clear, inclusive assessment is not about easier assessments, its aim is to assess students equitably, and for them to achieve and demonstrate all aspects of their learning with as little hindrance or personal circumstances as practical," (Kneale & Collings, 2015, p.1)

Note. This information is taken from Kneale and Collings (2015). It presents inclusive assessment.

Padden et al., (2019) assert that inclusive assessment has been strongly linked with the concept of Universal Design for Learning, which (as we previously studied) involve representation, action and expression, and engagement. The figure below demonstrates the relationship between UDL approaches and inclusive assessment concepts. Let's analyze it.

**Figure 6.**

*UDL approaches and inclusive assessment concepts*



Note. This information is taken from Padden et al (2019). It presents the link between UDL approaches and inclusive assessment concepts.

As we can observe in the figure, inclusive assessment concepts are connected to UDL. Thus, it is evident the use of a variety of assessment approaches supports the systemic approach related to variety. However, teachers need to be careful and avoid overloading students (Padden et al., 2019). Also, these authors emphasize that students' choice of assessment, authentic assessments, and scaffolded assessment are linked to UDL. Therefore, if we want to consider the learner variability and improve student learning, we need to start with intentionality and incorporate good Universal Design principles into our assessment and feedback practice (Padden et al., 2019).

In addition, offering assessment options might include essays, reports, video, audio or screencasts, oral presentation, poster presentation, performance, among others. In fact, diversity in assessment allows for students with different learning preferences and needs to excel and also offers more opportunities for the development of students' skills and competencies. Furthermore, offering choice within an assessment can be very empowering for students and can encourage them to take responsibility for their own learning (Padden et al., 2019). To guarantee that assessment is effective and inclusive so that it can significantly impact students' learning and experience, some assessment principles have been considered. Let's observe them in the chart below.

**Table 3.***Principles of effective assessment*

VALID	Effectively measure student attainment of the intended learning outcomes at the specified level of understanding
RELAIBLE	Consistent and transparent processes for preparing students for the assessment, grading and feedback
TRANSPARENT	Students are given explicit, clear, accessible information about what, how, and why they are being assessed, and clear feedback about their progress and areas of strength and improvement
INCLUSIVE	Assessment tasks and procedures should not disadvantage any group or individual, and should reflect cultural and individual diversity
VARIABLES	A variety of assessment methods and opportunities for choice are offered to maximize student engagement and involvement in their learning
AUTHENTIC	Assessments reflect the nature and work of the discipline, while ensuring students have opportunities to develop foundational knowledge and skills
MANAGEABLE	The workload should be manageable for students and instructors/TAs
DEVELOPMENTAL	Support learning by offering opportunities for practice and feedback with low-stakes assessments prior to high-stakes, summative assessments. Students are given opportunities to self-assess and reflect on their own work

Note. This information is taken from Handout 1 Principles of Effective and Inclusive Assessment (1).pdf. Retrieved from: <https://otl.uoguelph.ca/system/files/Handout%201%20Principles%20of%20Effective%20and%20Inclusive%20Assessment%20%281%29.pdf>. It presents some principles of effective assessment.

As we can see, the principles included in the chart are also aligned with UDL and are applicable for the EFL context. In addition, the design and implementation of inclusive assessment can be very challenging and one of the reasons is related to the multiple purposes of assessment which are already in tension (Tai et al., 2021). Therefore, it is necessary to consider the different purposes of assessment.

#### 4.1.2. Purposes of assessment

According to Graham et al. (2015), the main purpose of assessment in inclusive education is to support learning, which involves a process embedded in classroom and school programs in order to achieve the following results:

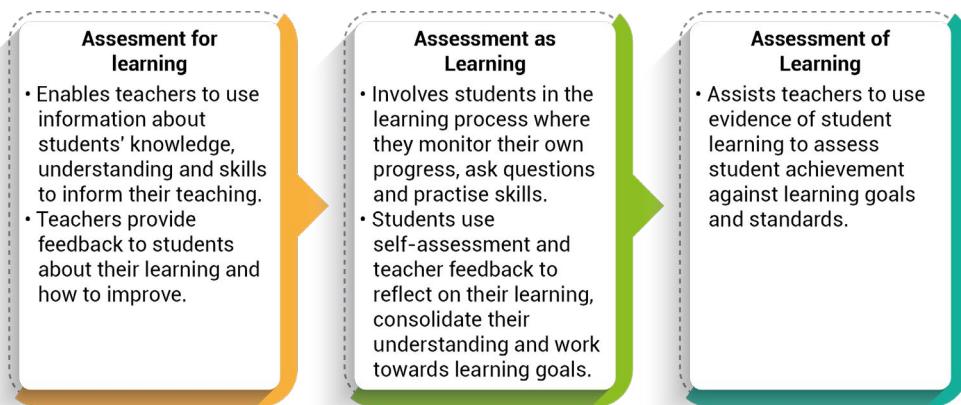
- Acknowledge growth and learning.
- Determine achievement.
- Identify current learning needs.
- Decide on the instructional adaptations needed.
- Determine the effectiveness of the necessary adaptations (Graham et al., 2015, p. 105).

Furthermore, responsive teachers use assessment to continuously evaluate their teaching. These teachers are aware of the importance of instruction. As Graham et al. (2015, p.106) state, "Effective teachers evaluate their instruction, the content and their teaching strategies to make considered decisions about what to alter". Certainly, understanding a student's success implies considering not only the student's inherent ability and effort but also the type of teaching provided to the student. Graham et al. (2015) also remark about the importance of considering assessment as an ongoing process throughout the teaching cycle in which all classroom decision-making is based on assessment of learning, assessment for learning, and assessment as learning.

Let's consider the diagram below in which there is a brief explanation about assessment of learning, assessment for learning, and assessment as learning.

**Figure 7.**

*Assessment of learning, assessment for learning, and assessment as learning*



Note. This information is taken from <http://techtoolsela.weebly.com/assessment.html>. It explains about assessment of learning, assessment *for* learning, and assessment *as* learning.

Thus, they define assessment *of* learning as "traditional assessment that identifies and measures what has been learnt" (Graham et al., 2015, p. 104); also, these authors remark that assessment *of* learning is important but is no longer enough for responsive teachers. Regarding assessment *for* learning, Graham et al. (2015, p. 104) state, "Assessment *for* learning aims to acknowledge growth and learning, determine achievement, identify current learning needs and necessary adaptations and evaluate the instruction's effectiveness. It ensures that factors that support and hinder learning are investigated in order to personalize learning". With respect to assessment *as* learning, it is conceived as assessment that creates learning opportunities; it is important to remark that a formalized type of this kind of assessment is known as dynamic assessment. Assessment *as* learning also involves students' self-assessment and teachers' feedback, which promotes a reflection on learning and learning goals.

According to Earl and Katz (2005), the three purposes of assessment (assessment *for* learning, assessment *as* learning, and assessment *of* learning) form the framework for thinking about how to select or develop assessment tasks, how to use them, and how to communicate about them with students, parents, and others. These authors summarize the three purposes in the following table. Let's analyze it.

**Table 4.***Purposes of assessment*

Overview of planning assessments			
This appendix provide a summary of the tables in Chapters 3, 4 and 5 (Section II) of this document			
	Assessment for learning	Assessment as learning	Assessment of learning
Why Asses?	To enable teachers to the terminate next step in advancing student learning	To guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	To certify or inform parents or others of students proficiency in relation to curriculum learning outcomes
Asses What?	Each student progress and learning needs in relation to the curricular outcomes	Each students thinking about his or her learning, what strategies he or she uses to support or challenge that learning and the mechanism he or she uses to adjust and advance his or her learning	The extent to which students can play the key concepts, knowledge, skills and attitudes related to the curriculum outcomes
What Methods?	A range of methods in different modes that makes student's skills and understanding visible	A range of methods in different modes that elicit students learning in metacognitive processes	A range of methods in different modes that assess both product and process
Ensuring Quality	<ul style="list-style-type: none"> <li>▪ Accuity and consistency of observations and interpretations of a student learning</li> <li>▪ Clear, detailed learning expectations</li> <li>▪ Accurate detailed notes for descriptive feedback to each student</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accuity and consistency student self-reflection, self-monitoring and self-adjustment</li> <li>▪ Engagement of the student in considering and challenging his or her thinking</li> <li>▪ Student record their own learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accuracy, consistency and fairness of judgement based on high-quality information</li> <li>▪ Clear, detailed learning expectations</li> <li>▪ Fair and accurate summative reporting</li> </ul>

Overview of planning assessments			
This appendix provide a summary of the tables in Chapters 3, 4 and 5 (Section II) of this document			
	Assessment for learning	Assessment as learning	Assessment of learning
Using the Information	<ul style="list-style-type: none"> <li>▪ Provide each student with accurate descriptive feedback to further his or her learning</li> <li>▪ Differentiate instructions by continually where each student is in relation to the curricular outcomes</li> <li>▪ Provide parents or guardians with descriptive feedback about student learning and ideas for support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide each student with accurate, descriptive feedback that will help him or her to develop independent learning habits</li> <li>▪ Have each student focus on the task and his or her learning (not on getting there right answer)</li> <li>▪ Provide each student with ideas for adjusting, rethinking, and articulating his or her learning</li> <li>▪ Provide the conditions for the teacher and student to discuss alternatives</li> <li>▪ Student report about their learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indicate each students level of learning</li> <li>▪ Provide the foundation for discussions on placement or promotion</li> <li>▪ Report fair, accurate, and detailed information that can be used to decide the next step in students learning</li> </ul>

Note. This information is taken from Earl and Katz (2005). It describes the purposes of assessment.

As you could observe in the table, Earl and Katz (2005) summarize the aspects to be considered according to the three purposes of assessment: assessment for learning, assessment as learning, and assessment of learning, all of them are present in EFL assessment. They summarize aspects related to how to select or develop assessment tasks, how to use them, and how to communicate about them.

 Dear students, to complement your understanding of the previous topics (4.1.1 and 4.1.2), I invite you to watch a very interesting video "Assessment in Inclusive Education" in the following link: [Assessment in Inclusive Education](#). This video presents a clear overview of Assessment in Inclusive Education.

Once you have watched the video, let's consider the questions below. For answering the questions, I suggest you use a notebook or you can summarize your ideas in a Word document.



- Why is diagnostic assessment important in inclusive education?
- What is the difference between formative and summative assessment?
- How can teachers prevent segregation?
- What are the five areas of assessment of the inclusive education environment?

Dear students, I am sure you have enjoyed watching the video. When you answered the questions, you had the opportunity to clarify some of the most important aspects related to assessment in inclusive education. Thus, we have successfully developed the activities planned for this week.



Thanks for your enthusiasm and hard work! Please, remember that in case you need feedback or any clarification regarding the topics we have studied during this week, you can participate in the synchronous activities and tutorials and you will get direct help from your tutor. Finally, do not forget to revise the academic announcements that will be posted every week in your virtual platform.



## Week 15

Welcome to week 15! During this week, we are going to study about the importance of feedback and promoting learning that lasts as well as inclusive practices. Let's follow the order of the topics presented in this week. We are going to start revising about feedback that supports students' learning. Please, consider all of the activities that have been planned for this week.

#### 4.1.3. Feedback that supports students' learning



Note. vecteezy.com

According to Graham et al. (2015), feedback is information related to the process and the success or lack of success achieved in learning tasks, activities and participation. Feedback is the information about the learner's performance according to the learning goals, this information about task success is gathered through observation or assessment and might include evaluation comments, questions, advice, and praise. Feedback gives learners information about what they have learned and what they need to learn, teachers can provide feedback either deliberately or implicitly. When feedback is effective, it helps learners reduce the gap between their current performance and the teacher's intended learning outcomes (Graham et al., 2015). Likewise, Biggs and Tang (2007) suggest that feedback when delivered effectively is the most powerful enhancement of learning; thus, it needs to be timely so that the student can learn from and use the feedback to improve future assessment performance. As Wiggins (2012) remarks, feedback is more effective when it is goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, and ongoing.

In this context, Hattie and Timperly (2007) claim that feedback is the most powerful influence both positive and negative on student learning. Certainly, honest feedback is motivating and helps learners and future goals since it demonstrates teacher's interest, also, it encourages positive interactions and promotes achievement. As Carless (2015, p.192) states: "Feedback is a dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies". Therefore, feedback is considered as a process instead of a product; this process involves a conversation, a dialogue between the

teacher and the student, or among students. This means that feedback can come from the teacher, from peers, or from students themselves through self-assessment. According to Gibbs and Simpson (2005, p.19-20), there are several purposes of feedback which include the following:

- Correct errors
- Develop understanding through explanations
- Generate more learning by suggesting further specific study tasks
- Promote the development of generic skills by focusing on the evidence of the use of skills rather than on the content
- Promote meta-cognition by encouraging students' reflection and awareness of learning processes involved in the assignment
- Encourage students to continue studying

Besides the aforementioned purposes, providing feedback may involve several approaches. As Padden et al. (2019, p. 13) assert, some common approaches used to support Inclusive Feedback are the following:

- 
- Development of a variety of feedback approaches. For example, audio feedback, written feedback, online automated feedback, group feedback. This can be instigated at module level.
  - Choice of Feedback – supporting students to ask for specific methods of feedback on their work.
  - Self and Peer Review Activities – activities that encourage students to peer review, self-monitor and self-regulate.
  - Use of Rubrics – used to support staff in giving feedback and/or to encourage students to self-monitor their work (self-feedback).

In addition, several feedback strategies can be applied in any teaching context. Let's analyze the feedback strategies presented in the table below.

**Table 5.***UDL feedback strategies*

<b>UCD Feedback Strategies</b>	<b>STAFF GENERATED :</b>
<b>Feedback individually to student, post-assessment</b> This can be through different approaches, such as oral, audio, video and/or written/annotated feedback, either in-class, out of class, in meetings, through the VLE, by email, using rubrics,etc.	Feedback given by staff to students
<b>Group/class feedback, post-assessment</b> This can be through different approaches, such as oral, audio, video and/or written feedback, either in class, out-of-class, in meetings, through the VLE, by email, etc.	
<b>Feedback individual to students, on an activity or draft prior to summative assessment</b> This can be through different approaches, such as oral, audio, video and/or written feedback, either in-class, out of class, in meetings, through the VLE, by email, using rubrics, etc.	
<b>Online automated feedback</b> This can be facilitated through, for example, online MCQs/quizzes (with feedback), essay correcting software, on-line polling activities, other automated feedback approaches, etc.	
<b>Self-assessment activities</b> Activities to facilitate students to self-monitor and critically evaluate their own work, such as, discussion following in-class student response systems/quizzes; discussion forums around assignments either in class/online/out-of-class; use of a self-assessment form (or rubric) when submitting their work; self-assessing their work against descriptive criteria on a rubric, etc.	<b>STUDENT GENERATED:</b>
<b>Peer review activities</b> Opportunities for students to peer review, for example: using a range of different exemplars of other students' work, either in class/online; opportunities to discuss standards required based on peer exemplars or descriptive criteria on a rubric; peer reviewing other students' work against descriptive criteria on a rubric, etc.	Activities to support students to "feedback" on their own learning

Note. This information is taken from UCD T&L (2019).It explains about UDL feedback strategies to enhance students' learning.

As you could see in the previous table, six different feedback strategies have been included: individual feedback which is post-assessment, group / class feedback also post-assessment, individual feedback for a specific activity or draft, online automated feedback, self-assessment activities and peer review activities. All of these strategies can be successfully implemented in the EFL context. In the case of self and peer review activities, teachers should engage students to participate responsibly. In addition, in the case of online feedback, technology can provide opportunities to offer diverse forms of feedback, such as rubrics, audio and video feedback.



Note. RadiasaTutorial Rtilvecteezy.com

In addition, Graham et al. (2015, p.130) acknowledge that "Teacher's use of feedback targeted at the task, the processes needed for the task and self-regulation supports students' use of the same feedback types. This is very powerful for sustainable learning, as it supports students as they move towards becoming independent learners". The authors also remark that when teachers provide feedback, they can use statements or questions. However, statements seem absolute and it is more appropriate to use a mixture of statements and questions to give feedback and help learners develop their own feedback strategies. Some ideas that can be used as scripts to give feedback are presented in the table below.

**Table 6.**  
*Scripts for feedback*

	<b>Statement</b>	<b>Question</b>
<b>Task</b>	That's right.	Was that right?
(How well the task is understood or performed)	That's wrong.	Was it wrong?
	That's nearly right.	Which parts are correct? Which parts are not right yet?
	You could use the dictionary.	Could you use a dictionary?

	<b>Statement</b>	<b>Question</b>
<b>Process</b>  (The process needed to understand or perform the task)	You did that well, by counting backwards.	How did you do the counting in that?
	You remembered the list correctly.	How did you remember them all?
	You followed the procedure step by step to get the answer.	What steps did you use to get there?
	You used trial and error well in that problem.	Did you use trial and error? Did it help with that problem?
	You asked intelligent questions.	What questions did you ask during that task?
<b>Self-regulation</b>  (Self-monitoring, directing and regulating thinking and actions)	You are getting more consistent in your answers.	Are your answers more consistent? Why is that? What is working well for you?
	You did that confidently.	Did you feel confident during that question?
	You changed your thinking in that question.	How did you change your thinking for that one?
	You moved your hand in a different way then and it worked.	What did you do differently to make that section work?
	You really stuck at that difficult question.	How did you keep at that question and not give up?

Note. This information is taken from Graham et al (2015). It presents some scripts for feedback.

As you could see in the table, the authors have included statements and questions to offer feedback about the task, process and self-regulation. Now, you can reflect on the importance of providing effective feedback in inclusive education.

Dear students, we have revised important aspects regarding feedback. Now, I invite you to continue studying the last topic of this unit.

#### 4.1.4. Learning that lasts and inclusive practices

According to Graham et al. (2015), learning that lasts is meaningful, intentional and future-directed, which involves learning that is focused

on transitions between educational settings and work. Thus, "Learning that lasts is learning that underpins lifelong development and active engagement in society" (Graham et al., 2015, p. 202). These authors acknowledge that learning that lasts is sustainable learning because, as we studied in unit 1, sustainable learning is related to ongoing, purposeful, responsive and proactive learning because the learner effectively builds and rebuilds her or his knowledge and skills according to the situations and their change. Certainly, sustainable learning highlights capabilities of individual learners as they participate and interact within society. The target of this type of learning is to create and proliferate sustainable curricula and methods of learning and teaching; thus, these methods must promote the skills and dispositions to succeed in complicated, challenging and ever-changing situations, which constitutes a contribution to make the world a better place. Thus, sustainable learning is understood as lifelong learning which involves learning to learn.

Regarding inclusive practices, Florian and Rouse (2009) acknowledge that it is necessary to prepare teachers for inclusive education because they must face challenges associated with learning disabilities, migration, mobility, changes in the curriculum, and new approaches to teaching and assessment. In this context, governments, universities, high schools, and elementary schools must offer equity through inclusive education, which involves accepting the responsibility for improving learning and participation of all the pupils considering their diverse abilities and needs.



Dear students, we have finished the study of the topics for this week. Now, I encourage you to complete the following self-assessment, which will allow you to check your learning of the contents studied.



## Self evaluation 4

**Self-assess your knowledge by choosing the correct answer.**

1. \_\_\_\_\_ involves a fair way of assessing for learning that achieves the objective of measuring the learning outcomes of a course and awarding grades, while \_\_\_\_\_ and their different learning styles.
  - a. Effective feedback / selecting a personalized plan
  - b. Inclusive assessment / recognizing learners' diversity
  - c. Learning that lasts / including online feedback
2. When assessment is \_\_\_\_\_, it effectively measures student attainment of the intended learning outcomes at the specified level of understanding.
  - a. authentic
  - b. reliable
  - c. valid
3. \_\_\_\_\_ might include essays, reports, video, audio or screencasts, oral presentation, poster presentation and performance.
  - a. Assessment options
  - b. Authentic approaches
  - c. The developmental principle
4. \_\_\_\_\_ aims to acknowledge growth and learning, determine achievement, identify current learning needs and necessary adaptations and evaluate the instruction's effectiveness. It ensures that factors that support and hinder learning are investigated in order to personalize learning.
  - a. Assessment as learning
  - b. Assessment for learning
  - c. Assessment of learning

5. According to Graham et al. (2015), teachers can use statements or questions to \_\_\_\_\_. However, \_\_\_\_\_ seem absolute and it is more appropriate to use a mixture of statements and questions to give feedback and help learners develop their own feedback strategies.
- provide feedback / statements
  - assess students' learning / questions
  - encourage peer review / scores

**Read the sentences below and check the correct answer.**

6. ( ) Assessment of learning also involves students' self-assessment and teachers' feedback, which promotes a reflection on learning and learning goals.
7. ( ) Inclusive assessment concepts are connected to UDL. Thus, it is evident the use of a variety of assessment approaches supports the systemic approach related to variety.
8. ( ) Feedback is more effective when it is goal-referenced, tangible and transparent, actionable, user-friendly, timely, and ongoing.
9. ( ) According to Padden et al. (2019), the choice of feedback is one of the approaches used to support Inclusive Feedback since it supports students to ask for specific methods of feedback on their work.
10. ( ) Assessment as learning is related to the use of students' self-assessment and the teacher's feedback to reflect on learning, consolidate understanding and work towards learning goals.

**Answer Key**



## Second term final activities



### Week 16

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Dear students, we have successfully studied interesting topics that were included in the second term. You have developed several activities during weeks 9-15. I am sure that you have dedicated enough time for each activity and now you should feel confident to demonstrate your knowledge and skills. I suggest you continue studying during this week. You can use the links, resources, and exercises you have in this academic guide. Please, revise again the self-assessment sections you have in units 3 and 4. Also, you should consider the recommended learning activities because they will help you recall the most important topics we have studied so far. Remember that we also had online questionnaires and other graded activities that were included in this second term. Finally, I suggest you design your own summary or mind maps (depending on your preferences) as a preparation for the Second Term Evaluation. My best wishes for your success!





## 4. Answer key

Self evaluation 1		
Question	Answer	Feedback
1	a	Sustainable learning is more than retained knowledge and skills; it is related to ongoing, purposeful, responsive and proactive learning because the learner effectively builds and rebuilds her or his knowledge and skills according to the situations and their change.
2	a	Sustainable learning is an approach to inclusive education that has the purpose of assuring a fair society by training instructors on how to respond to the diverse needs of learners. This type of learning is based on the establishment, development and maintenance of human learning processes.
3	a	Inclusion involves a process of managing different individuals and groups that are perceived as problems; therefore, it implies including people in settings where they were not previously included.
4	c	Active learning considers language a transformative process which is not passive; instead, it is conceived as the knowledge that is socially and culturally defined as well as personally constructed.
5	c	Organization of conceptual knowledge is related to the way in which teachers present information and how students organize ideas because these aspects influence learning.
6	T	Universal Grammar claims that all human languages possess the same set of categories and relations in order to communicate through language.
7	F	Metacognition is the consciousness of our own thinking processes; it is related to our knowledge about how to do a task or understand a concept which depend on activating prior knowledge, setting goals and applying selected strategies.
8	T	Controlled processing is slow and sequential, takes time, requires active attention, and involves all available cognitive resources to engage at a time to perform a task.
9	T	The teaching processes for inclusive education require extensive knowledge and skills; also, a positive attitude is essential to effectively function in an inclusive classroom within a school and a community.

## Self evaluation 1

Question | Answer | Feedback

- 10 F The responsive teaching framework describes a teaching cycle that can support teaching practice; through a set of questions, inclusive teachers ask themselves as they make decisions about how best to teach their students.

Self  
Assessment

Self evaluation 2		
Question	Answer	Feedback
1	T	Aptitude is a stable factor which has been defined as the potential for achievement.
2	F	Self-steem, risk-taking, introversion/extroversion, inhibition, anxiety and empathy are features related to factors inside the learner.
3	F	School facilities affect academic achievement and the quality of education.
4	T	Family constitutes an essential factor that can determine success or failure in students' learning.
5	F	Intelligence has been defined as the general ability to master academic skills and has been associated with high IQ tests scores.
6	b	Kinesthetic learners prefer writing down words and sentences to help them remember while audio learners prefer to listen to the teacher's explanations.
7	a	PERMA theory involves five important components of human wellbeing. These aspects are positive emotions, engagement, relationships, meaning, and accomplishment; thus, these five elements support successful and sustainable learning.
8	c	When we cultivate gratitude and forgiveness, we can increase our positive emotion about the past. By enjoying physical pleasures and mindfulness, we can increase our positive emotion about the present. By building hope and optimism, we can increase our positive emotion about the future.
9	a	According to Seligman (2011), engagement experiences can involve activities such as having a good conversation, playing a musical instrument, reading a book, gardening, sports training or performance.
10	c	According to Seligman (2011), a sense of meaning and purpose can be empowered by religion, family, science, politics, work organizations, justice, the community, and social causes.

**Self  
Assessment**

Self evaluation 3		
Question	Answer	Feedback
1	b	The hierarchy of needs proposed by Maslow helps us realize that students need to fulfill their basic physiological needs in order to be ready to participate in the different learning activities proposed by the teacher in the classroom.
2	b	Learners with the Autism Spectrum Disorder usually have impairments in three developmental areas that involve social communication, social interaction, and imagination.
3	c	The philosophy of UDL is embodied in three principles that serve as its core components: multiple means of representation, multiple means of action and expression, and multiple means of engagement.
4	a	Educators can meet the multiple means of representation principle by making changes to their course materials and adjusting their instructional strategies. Therefore, they can provide content through the use of multiple formats such as video-based lectures, text-based readings, recordings, or different types of audio recordings related to the class topic.
5	b	The principle of action and expression aligns with the strategic network and is related to how students demonstrate their understanding of the content. Teachers can meet this principle by giving students flexible opportunities to demonstrate skills and content knowledge.
6	T	Students with intellectual disability may become competent in academic skills such as reading, writing and math; however, they might experience problems with higher-order concepts or complex ideas.
7	F	Language disorders are related to difficulties when understanding language and formulating or expressing ideas.
8	T	Mental health disorders involve a wide range of conditions that can have significant effects on students' learning, participation and wellbeing. These conditions include anxiety, behavioral, mood and psychotic disorders.
9	T	The principle of engagement, which is related to the affective network, considers how learners get engaged and stay motivated, and how learners are challenged, excited or interested.
10	F	The principle of representation aligns with the recognition network and is related to how students gather information and categorize what they see, hear or read.

Self  
Assessment

#### Self evaluation 4

Question	Answer	Feedback
1	b	Inclusive assessment involves a fair way of assessing for learning that achieves the objective of measuring the learning outcomes of a course and awarding grades, while recognizing learners' diversity and their different learning styles.
2	c	When assessment is valid, it effectively measures student attainment of the intended learning outcomes at the specified level of understanding.
3	a	Assessment options might include essays, reports, video, audio or screencasts, oral presentation, poster presentation and performance.
4	b	Assessment for learning aims to acknowledge growth and learning, determine achievement, identify current learning needs and necessary adaptations and evaluate the instruction's effectiveness. It ensures that factors that support and hinder learning are investigated in order to personalize learning.
5	a	According to Graham et al. (2015), teachers can use statements or questions to provide feedback. However, statements seem absolute and it is more appropriate to use a mixture of statements and questions to give feedback and help learners develop their own feedback strategies.
6	F	Assessment as learning also involves students' self-assessment and teachers' feedback, which promotes a reflection on learning and learning goals.
7	T	Inclusive assessment concepts are connected to UDL. Thus, it is evident the use of a variety of assessment approaches supports the systemic approach related to variety.
8	T	Assessment as learning is related to the use of students' self-assessment and the teacher's feedback to reflect on learning, consolidate understanding and work towards learning goals.
9	T	According to Padden et al. (2019), the choice of feedback is one of the approaches used to support Inclusive Feedback since it supports students to ask for specific methods of feedback on their work.
10	T	Feedback is more effective when it is goal-referenced, tangible and transparent, actionable, user-friendly, timely, and ongoing.

Self  
Assessment



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## 6. Resources

### The teaching profession

This image shows a slide from a presentation. In the top left corner, the UTPL logo is displayed, consisting of a crest and the text "UTPL La Universidad Católica de Loja". The main title "The teaching profession" is centered in a large yellow rectangular box. The background of the slide features a dark blue color with a pattern of light blue circles and dashed lines, resembling a network or a brain. In the bottom right corner, there is a small yellow square containing the text "soy+ utpl".

## The teaching profession

- A profession: pre-service/in-service/postgraduate education.
- Ethical obligations: ensure student acquire knowledge (valid/relevant information) and skills, offer appropriate learning experiences **for all**.
- Effective teaching: improving students outcomes.
- Effective teaching: inclusion in action.



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### Improving students' outcomes:

- developing their knowledge, skills, and learning processes
- growth in meaningful learning: useful for life
- futurist perspective: how to learn, solve a problem, and collaborate



A good teacher  
is like a candle -  
it consumes itself  
to light the way  
for others.

PEPE.COM

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## The teaching profession challenges

- Preparing learners to meet future needs.
- Providing quality instruction and learning experiences: regular environment / **heterogeneous mix** of learners.
- Presenting pre-planned, differentiated lessons, using a **variety of resources**, providing appropriate adjustments according to learners' needs, and giving feedback.



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## The teaching profession challenges

- Motivating students to remain in school, high school, or university and achieve their academic goal.
- Working long hours / demanding environments.
- Facing society / parents' expectations.
- Collaborating with colleagues.
- Providing effective and responsive teaching.



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## References

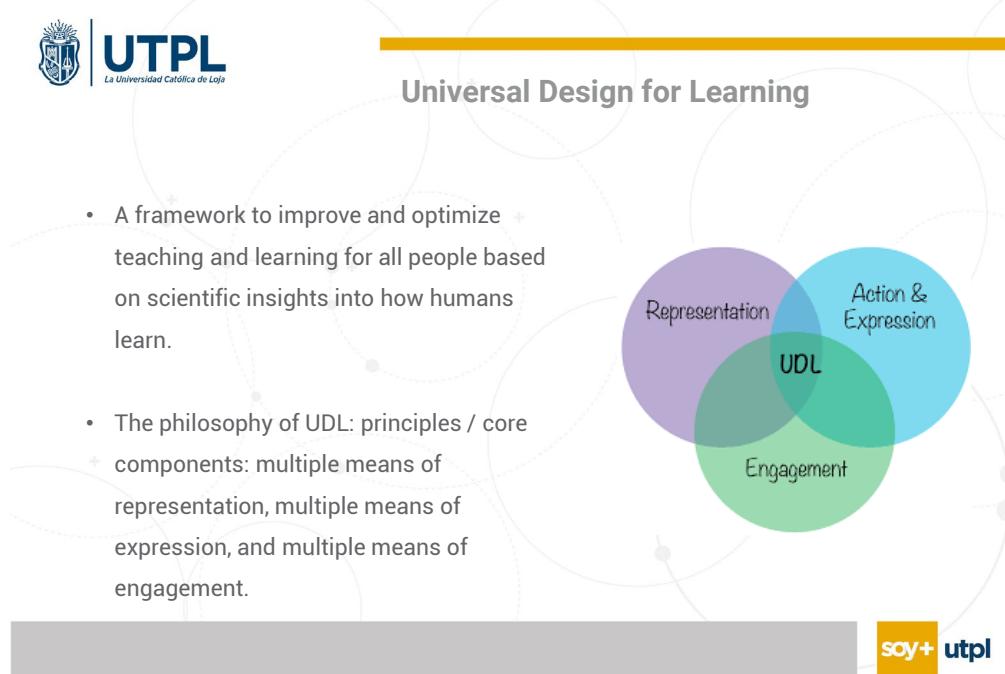
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# Universal design for learning



The background features a dark blue circular pattern with light blue dashed lines and small white dots. In the top left corner is the UTPL logo (shield and text), and in the bottom right corner is a yellow square containing the text "soy+ utpl".

## Universal Design for Learning



The background features a light blue circular pattern with light blue dashed lines and small white dots. In the top left corner is the UTPL logo (shield and text). In the center is a Venn diagram with three overlapping circles labeled "Representation", "Action & Expression", and "Engagement", all centered around a central circle labeled "UDL". In the bottom right corner is a yellow square containing the text "soy+ utpl".

- A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
- The philosophy of UDL: principles / core components: multiple means of representation, multiple means of expression, and multiple means of engagement.

## UDL

Although UDL doesn't specifically target students with learning and attention problems, it can be especially helpful for these learners—including those who have not been formally diagnosed.

UDL: beneficial for English language learners. But the flexibility benefits all learners, at all levels.



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## UDL

Teachers prepare the learning environment with flexible means, methods, and materials to better meet the needs of every student.

Flexibility: a variety of methods for students to access material, engage with it, and show what they know.

### Why is UDL effective?



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## UDL

UDL gives all students equal opportunity to learn. At its core, UDL means that a teacher designs learning experiences in flexible ways to meet the needs of individual learners.

**WHY UNIVERSAL DESIGN FOR LEARNING?**

Classrooms are filled with students who:

**soy+ utpl****Representation**

Learners differ in the ways that they perceive and comprehend information that is presented to them.

**Provide multiple means of Representation**

Recognition Networks  
The "WHAT" of Learning

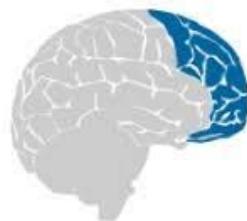
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### Action and Expression

Students can express what they know in a variety of ways.

### Strategic Networks

The "how" of learning



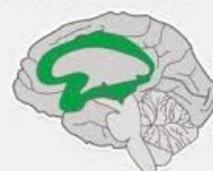
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

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### Engagement

Learners have different interests, backgrounds, and experiences that impact their engagement in learning.

### AFFECTIVE NETWORKS: THE WHY OF LEARNING



### Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

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## Universal Design for Learning

**Recognition Networks**  
The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

**Strategic Networks**  
The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

**Affective Networks**  
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

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## References

CAST. (s.f.). About Universal Design for Learning.

<https://www.cast.org/impact/universal-design-for-learning-udl>

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