

Inclusive education and school improvement. Case study of cooperative learning

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Grup de Recerca sobre Atenció a la Diversitat (GRAD)

Introduction

Grupo de Recerca sobre Atenció a la Diversitat (GRAD)

Research Group on Care Diversity

Started 2001, in the Departament of Special Education in Faculty of Education at University of Vic .

Central aim of the research in our group is the study of aspects of attention to diversity and inclusion of all students in the common classrooms and schools.

Emergent Research Group (2005) and a Consolidated Research Group (2009) AGAUR Generalitat de Catalunya

17 members of Departments of Education, Psychology and Teaching of Science and Arts



Grup de Recerca en
Atenció a la Diversitat



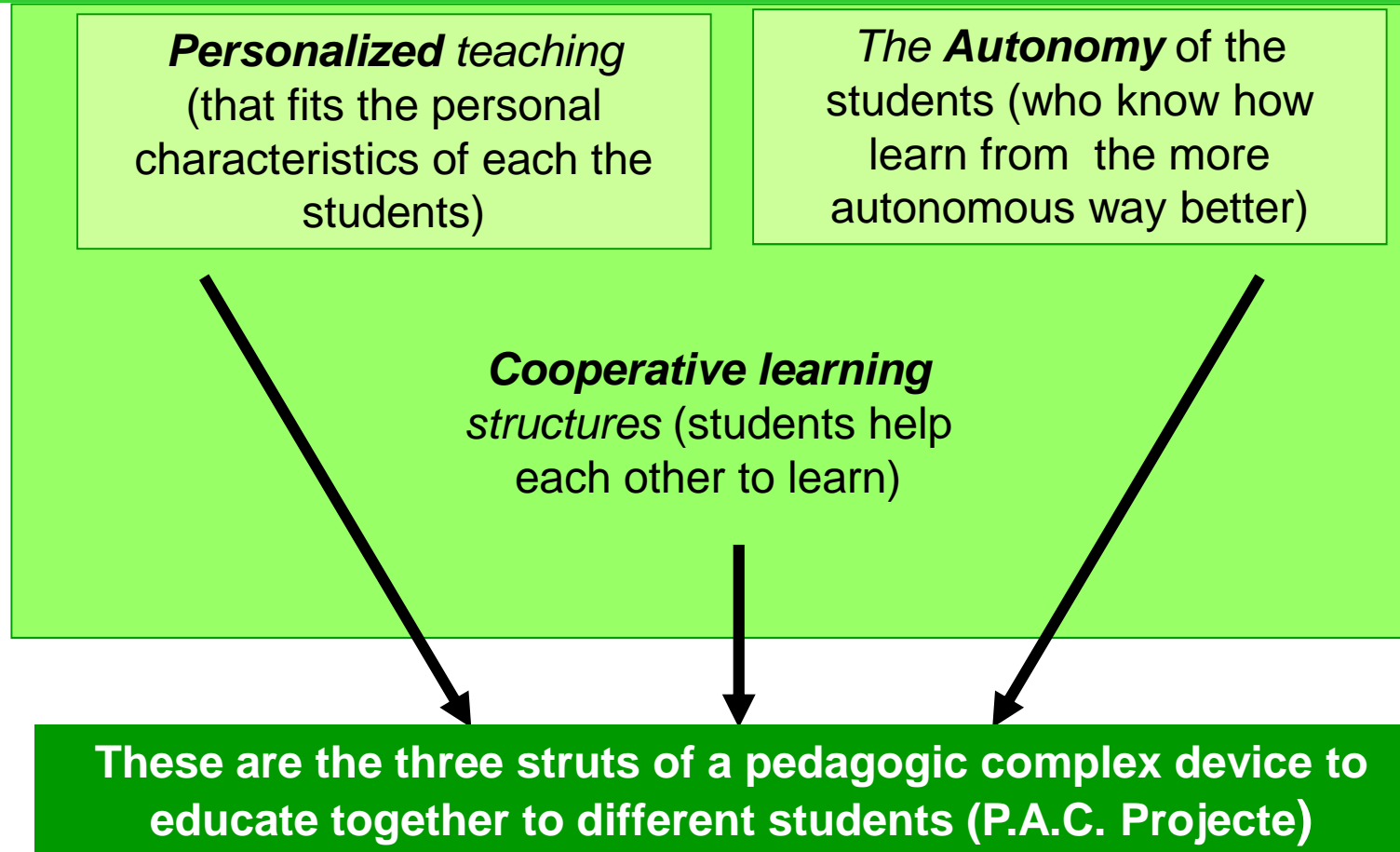
Red de Colaboración para la Inclusión Educativa y Social

Objectives

- ❑ **Hypothesis and outcomes in Cooperative Learning and consultant proces** *"P.A.C-1 Project: (2006-2009) Inclusive Teaching Program to attend diverse educational needs at classroom. An evaluative research."*
- ❑ **Objectives. Research Methodology. Cases. PAC-2 Project (2010-2013)** *Case studies on improving educational practice starting in the inclusive education program supports the PAC-2 project and the counseling process to develop."* Objectives. Research Methodology. Cases.
- ❑ **Objective 3: PAC-2 Project (2011-2013)** *Adapting cooperative learning structures and tools to teach teamwork to the information and communication technologies for improving educational practices and school inclusion.*

P.A.C-1 Project: (2006-2009) Inclusive Teaching Program to attend diverse educational needs

Theoretical Framework I : Three important ways to advance towards more inclusive classrooms



P.A.C-1 Project: (2006-2009) Inclusive Teaching Program to attend diverse educational needs

Theoretical Framework II : Three fundamental reasons underlie Cooperative Learning Program

1a

The best way to make possible inclusive classrooms, where students can learn together although they were very different, is to structure them into a cooperative learning structure.

2a

There can not be cooperation itself in a classroom (you can not educate the values behind cooperation),, where it has been previously excluded from those who are "different". If the classroom is not inclusive.

3a

Unlikely can practice and, therefore, learn some basic skills, may be all skills, if students have not had the opportunity to work together as a team, in the classroom, continuously.

P.A.C-1 Project: (2006-2009) Inclusive Teaching Program to attend diverse educational needs

Hypothesis A : criteria of evaluation and analytical instruments

The continues use of a cooperative learning structures helped to improve the performance of all students, regardless of their characteristics and educational needs, because in turn improved the classroom climate and group cohesion.

Interaction and active Participation ... improve the participation of the students, if the most of them can identify a few changes in your participation. Discussion Groups of 5 participants

Social Climate Improving t when that there are better environmental conditions and emotional for all students can learn and develop their skills. Inventory of "My Class" (IMC)

Inclusion of the students and group cohesion ... Improving when decrease rejection situations, marginalization and exclusion . Sociometric test to know the working relationships within the class (sociogram productivity)

Academic performance ...improving when students have better school performance (better learn the contents of the various areas of knowledge) Descriptive statistical analysis of student performance differential between the first term and the third term, obtained in the reference group.

P.A.C-1 Project: (2006-2009) Inclusive Teaching Program to attend diverse educational needs

Hypothesis A : Outcomes

- Interaction and active Participation ... had improved on four different areas Start participation pupils no-participants -3/5 some help of the peers .More participation understand the class. More participation work the same than peers.

- Social Climate Climated better o much better end second year Fell better valued student and learning disabilities- Conflict resolution by reflection no consensus.

- Inclusion of the students and group cohesion ...Every year increases $\frac{1}{4}$ point on 1-5. Increases the number of popular students. Rejected students decrease 2n year.

- Academic performance ... 1/3 students improved 2 grades . A few less $\frac{1}{2}$ improved 1 grade. 1/3 no improved

P.A.C-1 Project: (2006-2009) Inclusive Teaching Program to attend diverse educational needs

Hypothesis B: criteria of avaluation and analytical instruments

The introduction of a inclusive teaching program through a training/consultancy process facilitates permanent improvements to the inclusion of students in the teaching practice of teachers and their school in general.

Does it promote the development of "improvement contents" from the practices of teachers who develop substantial elements of their educational model?

Initial Questionnaire. Final Questionnaire

Does it allow the development of "improvement content" to adapt and innovate some elements of the inclusive teaching program on cooperative learning?

Self-report teacher participant in process

Does it introduce "improvement contents" resulting from the difficulties encountered by teachers through all phases and tasks of the training/consultancy process?

Discussion group with teacher

P.A.C-1 Project: (2006-2009) Inclusive Teaching Program to attend diverse educational needs

Hypothesis B: Outcomes

- ❑ It was observed that participants discriminated the impact of different types of strategies and tasks for the development of improvements in the classroom through cooperative structures.

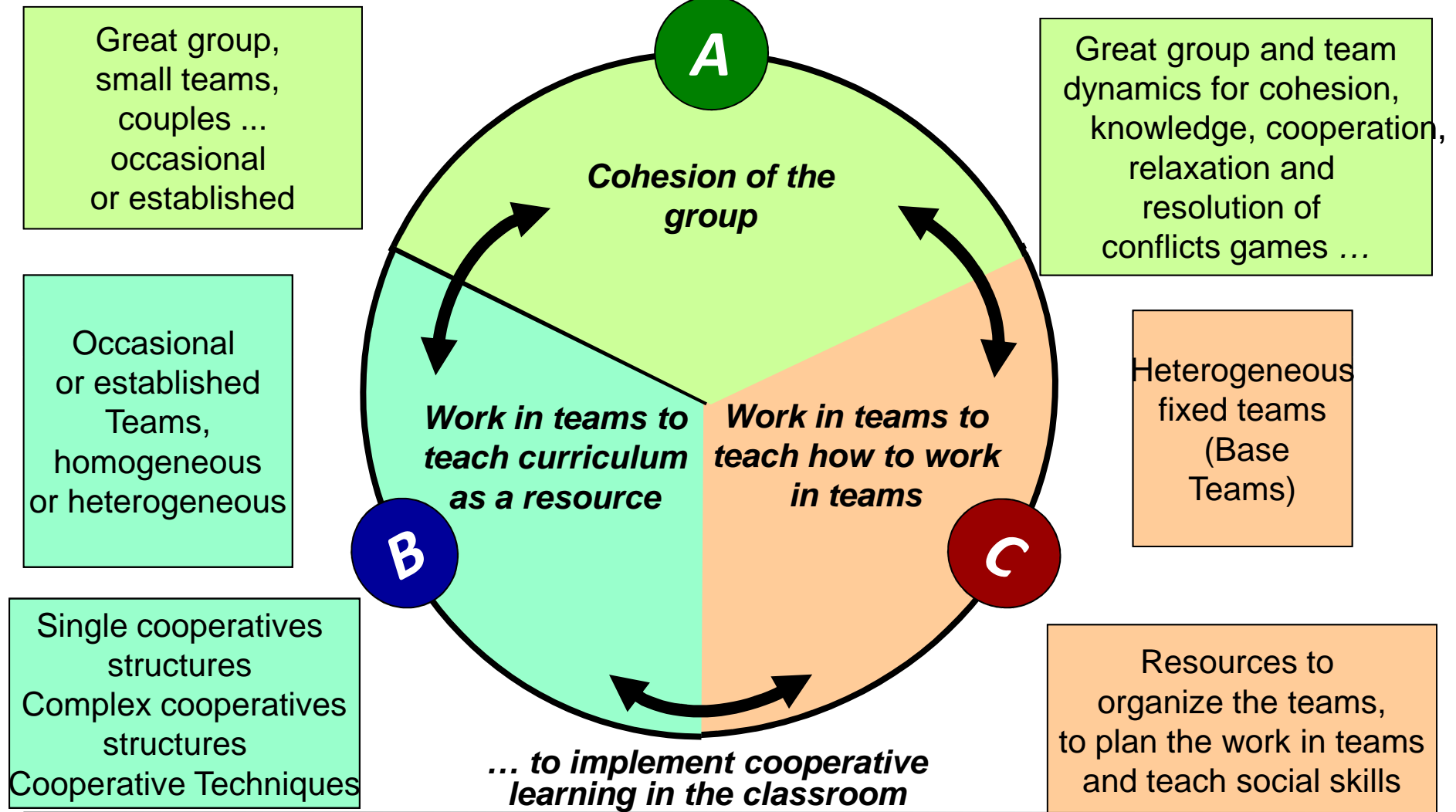
- ❑ Different rates of introduction of the improvement, some different ways of adapting resources according to the conceptions of teachers , and an incidence of cooperative learning in the improving elements of school inclusion, were found.

- ❑ Self-reports and discussion groups provided concrete approaches and strategies to support the introductory first stage, the second generalisation stage and the final consolidation stage.

Transference of knowledge PAC Project (I) (2008-10)

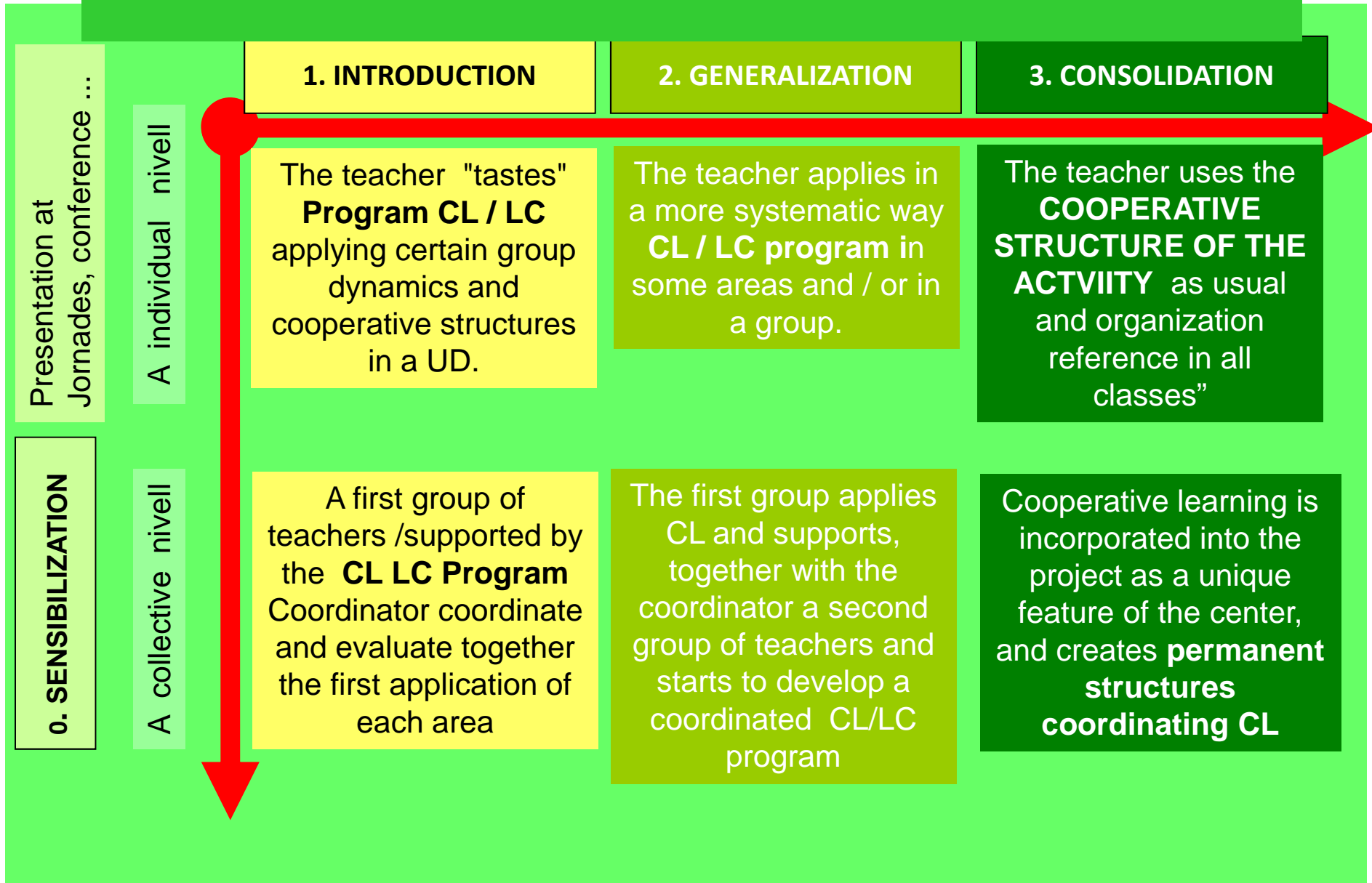
Programme "Cooperating to Learn / Learning to Cooperate" CL /LC

Intervention areas...



Transference of knowledge PAC Project (II)

Stages Training/consultancy process to support the improvement with CL/LC



<http://www.cife-ei-caac.com>

Materials

Cooperating to Learn / Learning to Cooperate”

PAC-2 Project (2010-2013) Case study on the development of a supports program to inclusive education and the process of consultancy: CL LC Program

“ A case study on the development and training/consultancy process for an Inclusive Educational Support Programme of the Personalization Self regulation and Cooperation Project”

Objective 1:

Define operating inclusion indicators that allow us to identify substantial and relevant improvements for the participants after the introduction of innovative practices derived Programme Cooperating to Learn / Learning to Cooperate "LC / LC

Objective 3:

Adapting cooperative learning structures, educational tools to teach teamwork in virtual conditions adopted by governments and educational centers using information technology and communication.

Objective 4:

Develop a comprehensive strategy for training / consultancy structured in phases, tasks and discursive resources of the consultant for the incorporation of inclusive practices by mean cooperative learning in usual practices of teachers.

PAC-2 Project (2010-2013) Case study on the development of a supports program to inclusive education and the process of consultancy: CL LC Program

Methodology Research (I)

- ❑ Context:
 - ❑ centers on CL/LC introduction or generalization stage with
 - ❑ a classroom with students with different educational support for specific needs
 - ❑ a classroom where use ITC and every student use a notebook
- ❑ Participants: 12 case study
 - Two classrooms a Primary School on introduction stage
 - Two classrooms in a Secondary school on introduction stage
 - Two classrooms in a Secondary school on generalization stage
 - Two classrooms in everyone of three Primary school on generalization stage

PAC-2 Project (2010-2013) Case study on the development of a supports program to inclusive education and the process of consultancy: CL LC Program

Methodology Research (I) : Criteria analyse and Data collection instruments

❑ Objective 1. Define operating inclusion indicators.

a. Representations, expectations and conceptions about students at risk of exclusion,

- Semi structured interview at teacher

b. Achievement and school performance in the school ratings in subjects and contents taught with and without cooperative learning

- Registration marks of the subjects and content

c. Group cohesion and students at risk of exclusion

- Questionnaire for teacher. Questionnaire for students.

d. Presence, participation and progress of students with educational support for specific needs .

- Semi structured interview at teacher

PAC-2 Project (2010-2013) Case study on the development of a supports program to inclusive education and the process of consultancy: CL LC Program

Methodology Research (I) : Criteria analyse and Data collection instruments

- ❑ ***Objective 4. Develop a comprehensive strategy for training / consultancy structured in phases, consultant and teacher tasks and resources discursive of consultant***
 - a. Relationship between tasks, procedures and resources of consultant with the incorporation in the educative practice LC / LC Programme strategies
 - Self-report teacher participant in process
 - Self-report coordinator participant in process
 - Self-report consultancy participant in process
 - B. Relationship between tasks, procedures and resources consultant to improve inclusive practices in the classroom .
 - Initial and final Semi structured interview at teacher.

PAC-2 Project (2010-2013) Case study on the development of a supports program to inclusive education and the process of consultancy: CL LC Program

Methodology Research (III) : Research Process

- Two academic years : 2012-13 and 2013-14
- Data collection - six times : one every three months
- Two processes :
 - Initial or Final academic year
 - Each quarter in the academic year

PAC-2 Project (2010-2013) Case study on the development of a supports program to inclusive education and the process of consultancy: CL LC Program

Expected Outcomes

- Identify strategies and resources to improve the processes of self-regulation of students including students at risk of exclusion in cooperative learning teams.
- Develop cooperative structures with the support of ICT to enable them to support pupils at risk of social exclusion in schools and at home
- Develop new support strategies within cooperative learning teams with adaptations of cooperative structures that help improve the interaction with students with more difficulties to participate.
- Collect task types and discursive resources in the consultancy process involving training helps to create more inclusive practices.