Module 1: **Teaching**

> **Teaching** is a training activity, in which a teacher teaches a subject to the students.
>
> Teaching means to teach.

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Introduction

In the IHES project data and in other **research**, there are three important **theoretical approaches** to education:

> **Research** is the scientific study of a specific subject.

> The **theoretical approach** is the point of view or position from which we analyze what we want to study.

1. The social paradigm of disability.
   A paradigm is a working model or **theory** accepted by the entire scientific community.

   > A **theory** is a hypothesis that has been extensively tested.

2. Independent living
3. Universal Design for Learning,
   which is a learning experience for all,
   is people-centred and promotes inclusive education.

Now, we are going to explain

these three approaches according to theory.

We are also going to see the opinion of these people:
- Disability specialists
- Students with and without disabilities
- Professors and researchers of University
- University administrative staff

These people live in four different countries:
- Spain
- Italy
- Ireland
- Portugal

Chapter 1. Theoretical approach

1.1. Social model of disability

The social model of disability

is a way of thinking about disability.

And it appeared in the UK between the 1960s and the 1970s.

In the past, there was a biomedical model.

This model says that disability

is a problem of the individual.

The social model of disability said

that disability is not an individual problem.

It is a social problem.

Society must adapt to the needs

of people with disabilities.

For that reason, the social model believes

that **social inclusion policies** are necessary.

The most relevant aspects of the social model are:

> **Social inclusion policies**
> are actions carried out by
> the government and some
> entities to ensure the
> inclusion of all people in
> society.

1.Independent Living Model

This model promotes personal autonomy.

It is important to know in depth

what this model consists of

in order to achieve personal autonomy.

2.Educational inclusion

To achieve educational inclusion at university,

schools and high schools also

need to be inclusive.

All levels of education need to work together

and avoid that some students

learn more than others.

Segregation is the separation or marginalisation of the individual by social, political or cultural reasons.

3.Avoid **segregation**

Some students need **curricular adaptation**.

When materials are individually adapted

to each learner,

they appear to be different from others,

and can be segregated.

And without curricular adaptation,

they can be more integrated,

but it is more difficult to learn.

To avoid this, we can offer

the same **resources** to all students.

This way everyone is equal because

they can use the resources according to their needs.

A **curricular adaptation** is a change in the contents that have to be learned, in order to make them accessible.

A **resource** is a means or possibility that someone uses if necessary to achieve a goal or do an activity.

4. Collaborative and participatory **teaching methods**

Inclusion is enhanced when

subjects collaborate with each other

and also collaborate

with entities outside the University.

A **teaching methodology** is the way in which a teacher teach to their students.

5. Inclusive citizenship

Universities should not only teach their students

academic content or how to work in a profession.

It must also teach them to be citizens

who decide what they want to do

and actively participate in society.

1.2. Independent living

Independent living for people

with disabilities is a **term** used by

- some social movements

- disability studies

- and international social policy.

At first this idea was only part of

the independent living movement

But the Convention on the Rights

of Persons with Disabilities

changed the general way of thinking

about disability,

and the term independent living

became better known.

Article 19 of the 2006 Convention on the Rights

of Persons with Disabilities

states that persons with disabilities

have the right to live independently

and being included in the **community**.

> A **term** is a word.

> A **community** is a group of people who have common characteristics.

To achieve this,

services need to be accessible

and organisations have to improve

the way they support people with disabilities.

Researcher Pinto said in 2011

that independent living means that

people with intellectual disabilities

can decide how to use the institutional support.

Researcher Ferguson said in 2012 that

this enables people with disabilities

- to be independent,

- to have dignity

- and to participate actively in their lives.

Many times, these supports are not enough

and also do not take into account the needs of

people with disabilities

throughout their lives.

That is why, Support Coordination Systems

are very important for independent living.

Support Coordination Systems should collaborate

with each other and ensure

that the support that people with disabilities receive

are appropriate.

1.3. Universal Design for Learning

The Universal Design for Learning

is a way to create inclusive lesson plans

and to meet the needs of all students.

Universal design for learning is about

ways of teaching and learning

in which information

is explained in different ways.

Students are involved in learning

and have various options to be able to

demonstrate what they have learned.

Universal design enhances inclusive learning,

and removes barriers to learning.

Universal design enables students to

study and learn in the easiest way for them.

It also encourages students to use

the material in a way that helps them

to improve in the areas

in which they have difficulties.

Universal Design for Learning is divided into two sections:

- Practice-based teaching and assessment models

These models are focused on the individual
and his or her skills and defend more practical ways
of teaching and learning
instead of memorising theoretical content.

This improves **competences.**
This model also improves inclusion,
because it takes into account the different **talents**
of all people.

> **Competence** is a person's ability to perform a task.

> **Talent** is a person's special ability to perform an activity or to learn and understand something.

- Inclusive Teaching Strategies and personalised accompaniment

This is about using different ways
of teaching, that are:

- innovative,

- inclusive,

- and personalised.

It also enhances **transversal competences**
to improve inclusion at university.
Two examples are: student-teacher mentoring y and
microlearning.

> **Transversal competences** are those that enable students to learn in order to develop their future professional and social life.

> **Microlearning** is an educational strategy. In order to promote learning, lessons are very short.

1.4.References used for Chapter 1

These are the materials that

have been used for this module.

This material is not in easy reading.

Ferguson, Iain (2012), Personalización, justicia social y trabajo
social: una respuesta a Simon Duffy, Journal of Social
Work Practice, 26, (1), 55-73.

Fontes, F. (2016) Las personas con discapacidad en Portugal.
Fundación Francisco Manuel dos Santos.

Oliver, M. 1990. La política de la discapacidad: A Sociological
Approach. New York: St. Martin's Press

Pinto, Paula Campos (2011), "Familia, discapacidad y política
social en Portugal: ¿Dónde estamos y adónde queremos ir?",
Sociologia On-Line, (2), pp. 39-60.

1.5. Online materials for Chapter 1

[Social Model vs Medical Model of disability](#)

Disability Nottinghamshire's brief explanation

of the differences between the two models of disability.

[Inclusion Europe](#)

Explanation of the concept of independent living in Europe.

[The UDL Guidelines](#)

Recommendations from science

for implementing Universal Design for Learning.

This improves teaching and makes learning easier.

Centro de Vida Independiente

The Independent Living Center (CVI)

is a non-for-profit corporation.

It was created in 2015

and is formed and led

by people with disabilities

It aims is to defend and disseminate the idea

of independent living in Portugal.

1.6. Documents to download from Chapter 1

Convention on the Rights of Persons with Disabilities

The basic **legal framework** for understanding

how disability is viewed

in the United Nations.

> The **legal framework** is a set of laws and regulations.

Strategy for the Rights of Persons with Disabilities 2021-2030

Explanation of the strategy

based on the United Nations Convention

on the Rights of Persons with Disabilities.

1.7. Objectives of Chapter 1

- To know the theory of intellectual disability
- To get a better understanding of
  what the social paradigm of disability is
  and how it differs from other paradigms.
- Learning about independent living
  in disability.

1.8. Chapter 1 activities

Activity 1

Which adaptations are needed

for the inclusion of people with disabilities

according to the social model?

Activity 2

What model of disability

is most common around you?

Capítulo 2. The curriculum

The curriculum has four important ideas
related to teaching:

- Cognitive accessibility
- University support
- Academic skills and competencies
- Transversal competencies

Now, we are going to explain
these four ideas according to the theory.

We are also going to see the opinion of these people:

- Disability specialists
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2.1.Cognitive accessibility

The fundamental principle of cognitive accessibility

is to promote needed adaptations for individuals.

For this reason, cognitive accessibility standards

are intended to offer the necessary resources

according to the theory of Digital Diversity..

Digital Diversity intends to make all places and services

accessible for everyone.

Cognitive accessibility features are:

1.Inclusive ways of learning

University professors, students and administrative staff

say that curricular adaptations should use

learning support tools that everyone can use,

such as easy reading or pictograms.

It is necessary to recognise that students

have different talents and provide them with

the necessary resources to help them

achieve their goals.

These goals are related to intellectual abilities,

but also with more abilities.

2.The teacher's training

Teacher training must take into account

what functional diversity is

in order to achieve an inclusive university.

It is important that teachers have

the necessary tools to ensure a quality,

transformative and effective training.

It is also essential that strong support networks

are created and that learners

have **autonomy** in their independent living.

> Something is **transformative** if it has the power to change a situation.

> **Autonomy** is the ability of a person or group of people to act on their own and not to depend on anything or anyone else.

3.Coordination of support within and outside the university

The university has a responsability

to achieve inclusion.

But also the student body, their friends

and their families must be committed to

make the university inclusive.

2.2.University grants

The university should facilitate the whole process

of inclusion of students with special needs

since their arrival, to inform and support them,

and know how they are doing all times.

It should also collaborate with other university services

and with professors

to create materials for inclusive teaching.

The **Erasmus+ programme** provides financial support
to students with Special Educational Needs
who want to study at other university
for a period of time or do an internship.
It also provides information on inclusion
and on support services in educational **institutions.**

> **Erasmus+** is the EU's **programme** to support education, training, youth and sport in Europe.

> An **institution** is an organisation or system, usually of a public nature.
>
> For example: The Madrid Government is a public institution.

University support in the curriculum
focuses on teacher specialisation in inclusion.
This means that university professors
have to attend classes to learn
what tools to use to teach
in an inclusive way.

2.3.Academic **skills** and competences

There are two theories of curriculum design.
One theory is the **standards-based curriculum**
and the other is the **functional curriculum**.

> **Skill** is the ability of a person to do a task or the ability of an object to perform a function.

Researcher Kim and other researchers
said in 2021 that people
with disabilities have academic skills
which consist of:

> Something is said to be **standard** when it can serve as a type, model or norm.

> Something is said to be **functional** when it is practical and useful.

- Knowledge or skills that different
  institutions and experts say one should have.
  This is related to the standards-based curriculum.
- Skills that are useful in the short term.
  This is related to the functional curriculum.

Functional skills are professional and social skills,

but also reading and writing ones.

Experts say that it is necessary

to talk with the family to decide

what to teach and how to teach it.

Academic skills and competences

are related to innovative ways of teaching,

such us learning how to present

a topic in front of the classmates,

and to respect each student's time.

2.4. Transversal competences

Transversal competences facilitate

the inclusion of people with intellectual disabilities,

through knowledge, talents and skills

that are not so academic.

For example, experience and practice.

2.5. References used for Chapter 2

These are the materials that

have been used for this module.

This material is not in easy reading.

Steel, E. J., y Janeslätt, G. (2016). Redacción de normas sobre accesibilidad cognitiva: una colaboración global. *Discapacidad y rehabilitación: Assistive Technology*, 12(4), 385-389.

Kim, So Yeon & Lory, Catharine & Kim, Soo & Gregori, Emily & Rispoli, Mandy. (2021). Enseñanza de habilidades académicas a personas con discapacidad intelectual y del desarrollo. En Russell Lang & Peter Sturmey *Estrategias de conducta adaptativa para personas con discapacidad intelectual y del desarrollo* (pp.103-135) 10.1007/978-3-030-66441-1_5.

2.6. Online materials for chapter 2

[Cognitive Accesibility at W3C](#)

World Wide Web Consortium (W3C) standards

for cognitive web-based accessibility.

[Cognitive Disabilities and the Web: Where Accesibility and Usability Meet?](#)

How to avoid creating problems

with the use of information technologies

for teaching with ID users.

[Evaluating Cognitive Accesibility](#)

E-book derived from a research project with
explanations on how to assess cognitive accessibility
from an architectural point of view.

[Digital Accessibility for Content Creators and Developers](#)

Harvard University's Complete Technical Guide to building
digital accessibility.

2.7. Documents to download from Chapter 2

[Experiencias de estudiantes con dificultades específicas de aprendizaje con materiales y programas de enseñanza en un aula semipresencial de historia de secundaria: Un estudio fenomenológico de la accesibilidad](#)

A 2020 Case Study of Alvarado-Alcantar
and Keeley explaining Blended Learning experiences
applied to students with intellectual disabilities.

2.8. Objectives of Chapter 2

- Better understand what cognitive accessibility is in the curriculum.

- Better differentiate academic skills and competences from transversal competences.

2.9. Chapter 2 activities

Activity 1

Identify some transversal competences

that should be part of the curriculum

to facilitate the inclusion of disabled people

in the university.