

Toward a Theoretical Model of Inclusive Teaching Strategies – An Action Research in an Inclusive Elementary Class.

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Toward a Theoretical Model of Inclusive Teaching Strategies – “ An Action Research in an Inclusive Elementary Class

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Abstract

Inclusion at school can be seen constituting of small but significant issues, such as the participation in the learning community, the experiences of success, and studying and playing together with classmates. An instruction strategy which takes into consideration

pupilsâ™ different learning phases and aims to their participation was constructed in this research. As a theoretical framework, the Universal Design for Instruction (UDI) and Vygotskyâ™s zone of proximal development was applied. The study method was collaborative action research. The teacher-researcher collected the data during mathematics and mother tongue lessons in an inclusive elementary class and the study was a part of a large empiric development project that aimed at combining the knowledge and know-how from the fields of special education and general education into participatory basic education. Co-operative teaching was a crucial, underlying support for the strategy and the whole inclusive approach. The findings were explicated and drafted through examples of teaching and learning situations carried out during the research. In this study, a three-level framework for inclusive pedagogies was constructed.



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