

Universal Design for Learning in Inclusive Class Room to Ensure Sustainable Development Goals: Inclusive and Equitable Quality Class Room

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ABSTRACT

Universal design for learning is an academic framework based on research in the learning sciences, which include cognitive neuroscience that develops flexible learning mastery environments and learning knowledge of spaces which can accommodate persons with differences. Inclusive classroom is a general classroom in which students with and without difficulties study together. Inclusive schools welcome and meet various academic, social, emotional differences which in turn ensure equitable and quality curricular transaction of all students. The quality education is the fourth goal of the 17 Sustainable Developmental Goals. It ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. The present study helps in understanding the role of teaching and learning methods to achieve an inclusive and equitable quality educational community. In this research the preliminary data were collected through interviews and discussion on universal design for learning by teachers and learners. The main focus of the study is to find out universal design for learning in inclusive class room to ensure inclusive and equitable quality class room.

Keywords: Universal design for learning (UDL), Inclusive Classroom, Sustainable Develop Goals SDG

INTRODUCTION

Universal design for learning is a way to reflect on consideration on learning and teaching that offers same probabilities

to all students to attain. This approach offers flexibility in the system of student's access materials. UDL is a structure that helps teachers design learning experiences that contains different level of skills and abilities among students and increase the requirement for special adaptations for students with disabilities. Universal Design for Learning (UDL) can be utilized in classrooms for inclusive instruction of general education and special education students, permitting general education student's access to multiple methods of learning and creating a better intelligence of belonging for students with special needs, according to a School News report UDL offers flexible methods to instruct that can be embrace to the individual needs of students across the learning spectrum. As UDL is formally identified in the reauthorization of IDEA in 2004, it has started to increase acceptance in classrooms across the all countries. The advantage of UDL can be a refurbished focus on the efficiency of instruction. The UDL can utilize many technologies to improve instruction methods.

Universal Design for Learning (UDL) among students with disabilities helps them in learning the concept in different environments (Rose and Myer, 2002). The learning by the students from UDL can be helpful to solve their own problems, learning from their own mistakes,

and helps them to make successful (Whitney Rapp, 2017). Universal Design for Learning helps the students with disabilities to access the curriculum and make them accommodate in the classroom (Karger. J, 2005). The disorders which are manifested by significant difficulties faced by the children in the listening, reading, writing, speaking, and mathematical abilities are said to be learning disabilities (Hammill, Leiger, McNutt, and Larsen, 1981). Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. The level of learning among students with learning disabilities is enhanced through different teaching strategies (Blau and Loveless, 1982; Bright, Harvey, and Wheeler, 1979). Mastery of learning of the students can be hinged on the teaching methods of teachers and the aptitude, and perseverance of students (Bloom, 1964). The teacher is an artist to mould and shape the physical, mental, and moral powers of students' minds (Lokanadha Reddy and Sujathamalini, 2006). So, it is necessary for the teachers to enhance their teaching skills transition through various techniques for students with or without disabilities in inclusive classroom.

Need for the study

Universal Design for Learning (UDL) is a teaching approach aimed at gathering the needs of all students in a classroom. It can be helpful for students, including those with learning and attention problems. The UDL inwardly confident and can easily face the challenges of the educational community. The need for education is great for all humans because education have huge impact on the development of society. The UDL plays an important role to achieve educational goals of the students with special needs. The inclusive classrooms are a solution to how best accommodate different types of students in the easiest and most efficient

way. The inclusive classrooms help to make our sense of education more important, to raise our awareness of people, cultures and social development. It helps to not misinterpret thinking and not to lead some stereotypes, prejudice and judgements. The inclusive classrooms are more helpful to students and teachers using of assistive technologies. According to the United Nations (UN) agenda 2030 for sustainable development, followed by all united countries members states in 2015, gives a shared blue print for peace and prosperity for people and the planet, now and into destiny. At their coronary hearts are the 17 sustainable development dreams. The education is the fourth of the 17 SDGs. It ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. The present study helps in understanding the role of teaching and learning methods to achieve an inclusive and equitable quality of good educational community

Murod and Thomas (2022) conducted the study on Catering to Inclusion and Diversity with Universal Design for Learning in Asynchronous Online Education: A Self-Determination Theory perspective. The universal designs for learning pointers were appreciably studied to recognize inclusive learning and coaching in better training. However, to date, there have been few studies that approached UDL-based asynchronous university courses from the needs satisfaction perspective in self-determination theory (SDT). To deal with this gap, researchers designed and applied 15 - week asynchronous online courses based on UDL. They then tested their effectiveness with university beginners (N=225) through adopting a sequential explanatory mixed approach. The study aimed to examine (i) whether asynchronous instruction based on UDL catered to inclusion and diversity across gender and educational history and (ii) whether the academic design supported learner engagement and wishes pleasure. The

findings confirmed that both men and women college students as well as Arts and Sciences students equally engaged in the courses and perceived the need for support from the course design. However, the study also found that although universal design supported autonomy and competence, it nonetheless failed to fully satisfy learners' relatedness needs. The researchers concluded by discussing empirical and theoretical implications.

Abeeret.al (2022) explored Universal design for learning principles and students with learning disabilities: an application with general education teachers in Saudi Arabia This study aims to identify the degree to which general education teachers use the principles of universal design for learning (UDL) in teaching and evaluating students with learning disabilities, moderated by gender, experience, and qualification. This observes accumulated, questionnaire data from men and women teachers from the Japanese area that domination of Saudi Arabia among 2019 and 2021. Well known education instructors had been devoted to using UDL most usually changed into "imparting multiple gears for offering records by using the trainer." Furthermore, there were statistically widespread variation between individuals whose studies have been 5-10 and <5 years toward the 0.33 precept. Additionally, there have been no statistically significant differences possibly ascribed to qualification. But, there have been statistically vast variations between individuals who held postgraduates and diploma holders which also showed that there were no statistically significant.

Grifulet.al (2021) explains toward more Inclusive Education: An Empirical Test of the Universal Design for Learning Conceptual Model among Preservice Teachers. Universal design for learning holds huge promise to create inclusive educational environment although, the most recent theoretical UDL model, which incorporate both teachers' philosophy and praxis of teaching, has never been examined

empirically. Therefore, this observes ambitions to validate the UDL model as an entire among perseveres teachers. Effects display that the 3 philosophical constructs of UDL predict the performance of preserves' instructors' practices related to UDL. These constructs are a growth mindset about learning, self-efficacy to implement inclusion, and self-regulation and motivation for teaching. Outcomes also show that preservice instructors suppose and purpose approximately UDL not as 3 separate concepts but in inter related manner as the analysis indicates this to be a unidimensional component This study concluded the implications of a validated model on UDL for teacher-educators, practitioners, and researchers.

Anderson (2021) studied on students with intellectual disabilities are among the least likely students to spend a significant amount of time in general education classrooms. When they are included, they may spend their time on non-academic learning experiences. While they are included they may spend their time on non-academic mastering studies. UDL is a lesson making plans frame work that may guide teachers in inclusive lesson making plans. This study explores the Universal Design for Learning framework and how teachers can incorporate it in to lesson making plans technique for an e-book have a look at in high school English language arts. This lesson planning techniques affords genuine studying reviews to college students with intellectual disabilities within the wide spread training school rooms. The study concluded how to incorporate multiple means of representation, multiple means of engagement, and multiple means of expression and action inside the 4 steps of the lesson planning method: mastering desires, educational strategies and educational substances or evaluation

Objectives of the study

The main objective of the study is to explore how to use universal design for

learning in inclusive class room to ensure inclusive and equitable quality of education

Hypothesis of the study

The teachers and learners experience universal design for learning in inclusive class room to ensure inclusive and equitable quality of education

Research question

Whether teachers and learners display inclusive and equitable quality of education through universal design for learning to achieve sustainable developmental goals

METHODOLOGY

In this research qualitative research design was adopted. The preliminary data were collected through interview and discussion on universal design for learning by teachers and learners. In the course of the interview, similarly questions, prompts and probes were used to a structured interview.

Findings of the study

This section deals with the result and discussion of research study. The collected data are expanded with appropriate explanations, and the results and assumptions are discussed. There is no greater variety of classrooms than there is today, students are brought to school with diverse academic, social, emotional and cultural backgrounds. Similarly, the study explained that universal design for learning is very relevant in today's generation. For which UDL guidelines allow them to collaborate navigate through a design process in which they anticipated and overcome barriers for their students of general and special education teachers, it ascertains a meaningful and enjoyable learning. The study explained how to incorporate multiple means of representation, multiple means of engagement, and multiple means of expression and action in the teaching learning process. In the face to face interactions we get many more

information's. In this study it is found that universal design for learning makes the students to be socially productive with appropriate adaptations. Inclusive placements have been proven as advantage for students with disabilities through advanced and increased wide variety of interactions with other students consisting of those out of disabilities. Inclusion can improve the social competence of teachers and students. This study found that the UDL is to help all students to become expert learners. This study explains all learners and teachers to know their own goals, it encourages consciously to work towards it with appropriate flexible learning environment. The teachers are able to give students their own autonomy, and all teachers are conscious in their student's needs and wants. Teachers may be more supportive and accept all curricular and extracurricular activities of their students. The teachers and learners believe that the technologies are making learning too much better, and the educators are providing assistive technologies for students with special needs. This study evinced that UDL makes the inclusive education possible to give entry to the general curriculum to be adopted at the same time providing the wanted supports, and it also provides an opportunity for all students to improve academically and develop social skills and relationships. The students want to completely engage in well-structured inclusive events to earn the academic and social satisfactions and have purposeful impressions on learning. Students with disabilities also benefit in the inclusive experiences and are able to achieve their skills. The UDL discussion evinced that all classrooms and buildings are built in a barrier free environment for students with disabilities. The study revealed that teachers play a major role in improving the quality of learners who are segregated by socio-economic status, positions, gender, special needs, age and social group. The 87% teachers are conscious about equitable quality education and promote positive

condition for sustainable development goals. It is broad-based learning, achievement is defined and determined through multiple steps and confirms to national standards of quality education. The discussion found that SDGs is also understood to help increase the percentage of publicly funded and fee-free and non-profit educational institutions and a teacher with responsible qualification, it was realized that student teacher ratio could also be increased. The study says that many educational institutions has offered student supports such as teaching assistance and medical and psychological services, and it runs an adequate infrastructure and facilities, recourses and learning materials for all students according to the national norms.

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