Creating a Website Regarding Inclusive Education to Develop Inclusion in Canada and China

by

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Abstract

Inclusive education creates more positive learning environment for all students to obtain new knowledge. The author designed a website that include questionnaire survey, educational materials, parental resources, and recruitment information to let more people know about inclusion and compare Canadian inclusive education with Chinese inclusive education. Teacher’s attitude is a critical factor that can affect the implementation of inclusion. This project explored the perceptions of Canadian teachers and Chinese teachers regarding inclusive education and the issues of implementing inclusion in Canada and China respectively. The purpose of this project is to deal with the problems in implementing inclusive education and develop inclusion in both Canada and China.

The website address is: https://654135552.wixsite.com/inclusive-education1

Keywords: Inclusive education, Website, Canada and China
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Chapter 1

Introduction

Education is significant for all children; it will influence their development and their lives. Students have differences in gender, behaviour, country, culture and study ability in class. All of them have the right to develop to their full potential. Teachers should help their students to reach individual goals; therefore, the “one size fits all” model cannot meet all students’ needs. Inclusive education is an educational model in which students with exceptional needs and typical students learn and study together. Inclusion can improve social-emotional skills, academic achievement, school engagement, employment opportunities after graduation, transition to higher education, self-esteem, peer acceptance and the sustainable relationship among children (Salend & Duhaney, 1999). To address the atypical needs, special education has traditionally involved providing something “extra” and “different.” (Cook & Schirmer, 2003). In the past, the students who have special needs studied in a segregated environment with other atypical students and specially trained teachers. They did not have any opportunities to connect with the typical students and traditional learning environments.

Inclusive education creates a positive learning environment for both typical students and atypical students. The research shows that students with special needs have more opportunities to collaborate with other students and develop their social skills in an inclusive class (“Inclusion of Special Education Students Doesn’t Affect Classmates’ Education”, 2009). It is beneficial for their language and cognitive development. Language plays an important role in cognitive development (Woolfolk & Perry, 2012). Students use language to express their ideas and ask questions and it can stimulate them to think more deeply and actively. Teamwork is beneficial in
the exchange of explanations and questions. Everyone has different perspectives and utilizes different learning strategies. Through an inclusive learning environment, students can learn to respect others and understand that people have various opinions. Teamwork can significantly reduce the number of the students with learning disabilities and improve their level of academic outcomes (Mcleskey & Waldron, 2011). Teamwork creates a good learning environment for students who have learning disabilities and stimulates them to learn. Through teamwork, students have more chances to build positive relationships with peers and complete tasks together. The theory indicates that peer relationships influence students’ motivation and academic achievement in school (Woolfolk & Perry, 2012). Positive peer relationships help students cope better with stressful events, transition and adapt to a new environment and get high level of academic outcomes. Moreover, positive relationships can also influence their subsequent friendship in school (Woolfolk & Perry, 2012). Typical students and disabled students can share the diverse resources available in the classroom while also using a variety of ways to learn the knowledge. Some research shows that when typical students study with disabled students they make improvements in their interpersonal skills. Both typical students and the students with special needs can get better academic outcomes in an inclusive classroom (“Inclusion of special education students doesn't affect classmates' education”, 2009). Also, inclusive education fosters a school culture of respect and belonging. It cultivates students to accept differences and effectively reduce the bullying in school and discrimination in the world (“Preventing school bullying of children with special educational needs or disability”, 2014).

For schools, the inclusive education model is not only a change but also an improvement. All schools have the responsibility to accommodate the needs of all students and let them feel belonging, rather than requiring the students and their families to have to adapt to the school
structures. Therefore, schools need to improve their environments, materials, and instruction, to ensure that all students can learn in the class. The classroom environment includes the model of teaching and the development of interpersonal relationships between students. The relationship between the teachers and students is also a significant part of the classroom environment. Consequently, teachers should establish a good relationship with the students and know the needs of their students. Students need teachers to be with them and understand them. Students with disabilities are not likely to express themselves, and teachers have difficulty knowing how to help them, especially for students with the cognitive communication disorders. Therefore, teachers should learn how to communicate with the students and make them feel belonging. The most critical aspect for teachers is to ask students how they want to be helped, rather than having teachers think how they should help them. Listening is the key for teachers to teach inclusion class and make work more manageable. Assessment is an effective approach to inclusive education. It is beneficial for both students and teachers. Useful assessments give students second chances to demonstrate success and can improve the quality of the instruction.

Education is more than an academic process. Students need to develop their brains and emotions. Inclusive education creates a positive learning environment that enables all students to feel safe and belonging. Inclusion is also a strategy that helps students achieve at higher levels while it also promotes teachers to improve their teaching skills.

China and Canada are two different countries that have implemented various educational policies and practices with regard to inclusive education. Canadian education originally had a single system to respond to the diversity of students but disagreements expanded and gradually the education system had to respond to the diversity of religious beliefs and official languages. People noticed that a single system of education could not meet every student’s need. Therefore,
in the 1860s, schools made compromises to protect religions and languages. In the 1960s, the issue of accommodating the students with disabilities came to people’s minds, and people’s concepts underwent a significant change in regards to special education (Levin, 2009).

Nowadays, the school system is expected to create and maintain conditions that foster success for all students and emphasize fair and equitable treatment for all students. Schools must develop and implement policies and practices that honour diversity and respect the rights of all individuals, in accordance with the law (“Diversity in BC Schools”, 2016). Inclusive education becomes the more appropriate and successful educational model (School Inclusion | Canadian Education Association (CEA), n.d). But this diversity brings some serious issues in the process of implementing full inclusion.

In China, the first inclusive class occurred in the rural and remote areas of China in the 1980s (Deng & Zhu, 2007), yet it was not real inclusion. Placement in the regular class was the only option for providing education for students who have disabilities because of the limited financial resources, inability to find qualified specialist teachers, and challenging transportation issues (Deng & Pei, 2009). In 1990, the Chinese government brought about a new policy focused on accepting children with disabilities in mainstream classes (Deng & Zhu, 2007). Now, some developed areas have special education for students with special needs in China, but most of the districts do not pay any more attention to special education. In addition, only a minority of teachers and parents know the importance of special education and inclusive education. In schools, students with exceptional needs study in the regular class. However, it is integration rather than inclusion. The curriculum should be designed to meet the needs of all students in the inclusive class, allowing everyone to obtain the new knowledge. An integrated class simply provides a classroom where the students with disabilities and typical students study together.
Sometimes, education policy is also a part of social policy (Education Policy in China, 2016). The large population of China causes severe social and environmental problems. Therefore, schools just focus on excellence and lose sight of students who have special education needs. Teachers play an essential role in the education of all students. The effective implementation of inclusive education practices is influenced by teachers’ perceptions, skills, and knowledge. Inclusive education is not only adjusting placement for students with special needs, but also changing the perspectives and the instructions of teachers. Therefore, it is critical for researchers to explore the different perceptions of teachers from these two countries to learn how to improve and further develop inclusive education.

**Statement of Purpose**

It is obvious that teachers will face many challenges in the inclusive classroom. Some teachers query whether the inclusive education model is valuable. Many teachers who have the opinions that students with exceptional needs should go to segregated programs rather than study with typical students in regular schools. They believe that the students with special needs should have professional teachers and careful support in these programs. Further, they believe that segregated education is beneficial for the students without disabilities as these students can get the full attention of teachers. Also, teachers often feel confused and overwhelmed in teaching the inclusive class. Having enough time is a problem! Many teachers indicated that they do not have enough time in the day to address the diversity of needs or attend to the paperwork required. Therefore, teachers report that it is too difficult for them to manage if they have several students with special needs in their classroom (Werts, Carpenter & Fewell, 2014). These negative emotions will cause low self-efficacy in teaching. Teacher self-efficacy involves the powerful elements of motivation that can strengthen people’s beliefs in their abilities to complete
Creating a Website Regarding Inclusive Education

challenging tasks (Woolfolk & Perry, 2012). The research also indicates that teachers’ self-efficacy correlates to their attitudes towards inclusive education (Ahsan, Sharma & Deppeler, 2011). High self-efficacy can help teachers to increase motivation to achieve goals and feel more comfortable and confident in dealing with the tough environments (Bandura, 1997). Moreover, teachers who have high teaching-efficacy tend to make decisions, take effort, keep patience in challenging situations and improve students’ motivation that will affect their students’ achievement (Paneque & Barbetta, 2006). Teachers with high teaching-efficacy are more likely to gain parental supports. Inclusive education requires teamwork; parents, teachers, and students need to cooperate and work together to positively impact student achievement. Parents are the first teachers of their children, and they are the experts on meeting their children’s needs. Therefore, teachers can obtain more valued information about their students from the student’s parents and thereby give the student appropriate support. Research shows that parental involvement is beneficial for positive student outcomes and is associated with high marks, attendance, positive behaviours, and graduation rates (Friedel, 1999). Also, parental involvement provides a chance for parents to learn how to help their children and how to help prepare their children for real life. Therefore, researchers need to explore the perception of teachers regarding inclusive education and explore the reason why teachers may have negative attitudes and low-efficacy in their teaching.

It has already been stated that the diversity of students is a challenge for teachers in the inclusive class. It is important that all students need to be actively engaged in their learning. Therefore, teachers’ attitudes and concerns regarding inclusive education will be the major factors that influences students’ outcomes and the success of inclusion (Urbach, et al., 2015). Research shows that the teachers with positive attitudes will set high expectations for students,
which can influence their academic gains and effectively motivate students’ self-efficacy. High expectations can also strengthen their belief to complete tasks and reach goals (Urbach, et al., 2015). In addition, the success of an inclusive program may be at risk if teachers hold negative perceptions regarding inclusive education. Negative perceptions may become obstacles that affect teachers’ ability to teach in an inclusive environment.

Full inclusion is the practice of educating students with special needs in the regular classroom (Brownlie & King, 2012). It also means that all students can learn in different ways and at different rates in the same class. Every student has their own strengths, and the responsibility of a teacher is to encourage and highlight those strengths in the class. The teachers with positive attitudes continually focus on what they can do in planning instructions and designing support models. Also, the perception of an inclusive education teacher may indicate how they interact with students who have disabilities, general teachers, and parents. Therefore, an in-depth look at teachers’ perceptions about inclusive education is needed and significant.

Inclusive education is a worldwide education philosophy. Both China and Canada regard inclusion as a desirable goal. This does not mean, however, that there is a single unified system in both countries. There exists many differences between inclusive education in China and Canada. Canadian schools are more diverse while Chinese schools which are highly homogeneous all the time. Celebrating diversity means that different needs among students are emphasized so that all students have equal rights to study and develop their potential. The students with disabilities may need assistive technology and diverse learning methods to obtain knowledge. Therefore, students cannot be completely satisfied with the simple instruction. In Canada, the general education system focuses on excellence-based teacher development and effectiveness (Lupart, 1998). The traditional education system has led to what Lupart calls the
“excellence-equity dilemma” (Skrtic, 1991, p. 9). Special education teachers focus on how to help students catch up with the typical students and meet a basic standard. In fact, every student is unique, having different strengths. Therefore, teachers should set different learning goals to motivate all students to be valued members in the class. Inclusive education provides high-quality instruction for students, with more and more Canadian schools starting to focus on inclusion to meet the diverse needs of students.

Special education in China was given the name suiban jiudu (learning in the regular classroom) in 1990 (Malinen, 2013). The government indicated that the students with disabilities could study in mainstream classes. However, the instruction was designed for the typical students, rather than the students with special needs. They just have the right to stay in the class, and therefore do not feel that sense of belonging. Students with disabilities are also welcome in regular Chinese classrooms now; however, there are many students in a class, and teachers cannot pay close attention to every student’s learning needs. As a result, teachers focus on excellence more than equity.

The Chinese special education system lacks consistency, from school to school, city to city, and province to province (Kritzer, 2011). There is no doubt that inclusive education has a strong local flavor which is connected to the local culture and policy. Yet, the difference also means improvement is needed. It is a chance to compare the difference and improve the inadequacy. Canada and China have different cultural backgrounds, national conditions, and educational policies. Comparing the education model in China and Canada can foster the understanding of what is needed as both systems move closer to inclusive education that is effective for all students.
Inclusive education is a new philosophy in special education which is aimed at helping all students learn in the same classroom (Brownlie & King, 2012). Students can learn at their own rates and styles in a comfortable learning environment. Also, inclusion can be everywhere, for example, classroom, playground, and after-school clubs. Inclusive education not only helps students obtain academic skills, but also fosters a more inclusive, equal, and respectful society. Inclusion has the potential to reduce the social conflict and dehumanizing competition that exists in society (Lloyd, 2008). Therefore, researchers should create more chances for teachers and parents to let them know about inclusive education. From the research, we can see that many parents do not understand the meaning of inclusive education; this is even true for some teachers. The frameworks through which teaching strategies are organized for inclusive education include RTI (response to intervention) (RTI Framework - Nanaimo Ladysmith Public Schools, n.d.) and UDL (universal design for learning) (School Inclusion | Canadian Education Association (CEA), n.d.). These frameworks are means of differentiating instruction in a systematic way to meet the needs of all learners. Therefore, it is critical for teachers to design appropriate instructions and collaborate with other team members to close achievement gaps for struggling learners. A good teacher must constantly update his or her knowledge and improve their instruction.

Parents play an important role in special education, and they should be considered full partners on their children’s education teams. Parental involvement can help teachers to make correct decisions and give appropriate advice. Being the parent of the child with a disability may be frustrating and confusing because most of them do not know how to help their children to deal with their learning problems. These children need a well-qualified teacher to give the parents expert advice and provide open communications to reduce tension and misunderstanding. In this way, parents will provide better supports to the children who have exceptional needs. Therefore,
it is good for teachers and parents to work together to provide expert tips regarding inclusive education.

The purpose of this project is to explore and compare the perceptions of Chinese and Canadian teachers regarding inclusive education to improve the inclusive education model. Also, it is hoped that this project will help more people, especially teachers and parents, to understand and develop inclusive education in both China and Canada.

**Statement of the Problem**

The process of implementing inclusive education is a historically complicated issue as every country has its own challenges in particular situations and contexts (Kim, 2006). The Canadian government suggested that the students with disabilities should be included and respected in the typical classroom. Student with disabilities have the rights to develop to their full potentials. In Canada and China, the issue of diversity always brings some serious difficulties to parents, teachers, schools, and governments. These issues brought me to raise the following questions: How do we help teachers to build a positive attitude in teaching an inclusive class? How do we reduce teachers’ knowledge gaps? How do we better communicate with parents and obtain their support? How do we deal with the lack of resources and funding? How do we realize a national uniformity in inclusive education? How do we further develop inclusive education in Canada and China?

Research shows that inclusive education is a more successful model in achieving learning for all students (School Inclusion | Canadian Education Association (CEA), n.d.); however, it is difficult for some teachers and parents to accept or understand this education system. The research also indicates that many teachers feel burned out and afraid in teaching the inclusive class because they realize it will mean more work for them (Werts, Carpenter, & Fewell, 2014).
Teachers state that they do not have enough time to finish all the paperwork, for interventions, data collection, and progress monitoring. It is difficult for them to finish all the work and manage a large class size. Therefore, teachers show negative attitudes toward inclusive education. Further, Werts, Carpenter, & Fewell (2014) list a lack of training and a lack of knowledge of RTI was listed as a problem in implementing inclusive education. Regular education teachers lack training in how to work through an RTI process, monitor student progress, and use assessment instruments to inform instruction. Also, special education teachers have less experiences in designing instruction to meet the curriculum expectations of all students. Therefore, they cannot collaborate well with each other in teaching which directly effects the quality of curriculum and the performance of students.

As for special education, the number of students with special needs is far less than the typical students in both China and Canada. So, most of the parents cannot understand the advantage of inclusive education for their typical children (Lupart & McKeough, 2009). It is also difficult to obtain the data that will show the progress of the inclusive education system (Levin, 2009). Many educators and parents indicate that the students with exceptional needs should go to certain program rather than study with typical students in regular schools. Yet it is beneficial for both the typical students and the students with exceptional needs to obtain the new knowledge in the same classroom (Inclusion of Special Education Students Doesn’t Affect Classmates’ Education, 2009). Some teachers suggest that parents do not understand the process, and that school personnel need to educate them in what the inclusive education is and how the process works. Others state that some parents just focus on testing, and they are not active participators in inclusive education (Werts, Carpenter, & Fewell, 2014). Therefore, it is hard for teachers to get support from parents. Parents play the most important role in the inclusion of their children.
who have special needs in all aspects of life. They need to have insight into the education system, understand that children with disabilities have the same right as other children and know about existing facilities and services for their children. Also, some parents have no idea about how to provide their children with disabilities supports and this generates negative emotions. Inclusion will also have an impact on the development of social, academic and developmental skills of the children (Inclusion of Special Education Students Doesn’t Affect Classmates’ Education, 2009). Therefore, the attitude of the parent regarding inclusive education will be a vital aspect that can affect the implementation of inclusion. It is important to educate parents in supporting their children and help them build positive attitudes about inclusive education.

For the rural schools, funding is the primary issue that must be contented with (Malinen, 2013). The implementation of inclusive education needs more facilities, resources, and instructional materials. The lack of money means that schools cannot meet the full needs of students and teachers. To provide students with disabilities with comfortable, safe, and controlled learning, it is important to create an environment that they would have equal access to learning like typical students (Brownlie & King, 2012). Therefore, barrier-free facilities, wheelchair access, and a comfortable learning environment should be included in the infrastructure (Cameron, 2009). Teachers also need the ability to manage resources in a way that allows them to have opportunities to design the quality instructions, so that students will have a variety of ways to learn. Sufficient resources are the key for teachers to create intensive and individualized interventions. It can motivate instructors to use different ways to help students to acquire the new knowledge. One final issue for rural schools is the ability to attract and retain qualified teachers. A common problem is rural teachers do not have the capacity to teach all
children, and school boards cannot provide a salary that is large enough to attract other applicants. The low salary will affect teachers’ enthusiasm for working. It creates a vicious circle.

China implemented special education in 1994. Some schools and teachers did not pay attention to this new education model at the beginning. It led to great inconsistency in the implementation from school to school and from city to city. Further, large class sizes have been seen as a significant challenge for implementing inclusive education in China. According to the research from Malinen (2013), the average class sizes are over 60 students in elementary grades and middle schools in the city, and the average student-teacher ratios in officially registered Chinese schools are particularly high. It is not hard to surmise, therefore, that the large class sizes will limit the teachers’ daily inclusive teaching practices, as they will need to spend more time on lesson planning, progress monitoring and exam rating for such large numbers of students. Therefore, teachers cannot pay attention to every student in the class, and it will directly affect the students’ academic achievements and the implementation of inclusive practices. Although most teachers have rich experience in teaching the mainstream class, they do not know the basic knowledge of special education. In order to develop inclusive education, teachers need to understand their specific roles to prevent overlap, cooperate with other colleagues, and participate in professional training programs. However, a large number of teachers raise a new issue that extensive training in inclusive education is difficult to find. Hence, researchers should explore a broad approach through which educators can develop inclusive practices. Also, the government should actively encourage and support in service training to further develop teacher skills.

**Rationale for Creating the Website**
CREATING A WEBSITE REGARDING INCLUSIVE EDUCATION

Millions of people around the world have access to the internet, and everyone can access an abundance of information from home. Businesses can benefit from having a website because websites can speak a lot about the business. Also, websites can attract more customers from all over the world. There is no doubt that websites are more flexible, convenient and cost-effective ways to help people in their lives. Similarly, websites can be beneficial for parents, teachers, schools, even countries to develop inclusive education. My project proposes to create a website that will include a questionnaire survey, discussion board, news about inclusive education, an area for the development of professional knowledge of child development, technologies for children with disabilities, expert advice, and information for teachers as well as parents. The website will function as a computer-based support for teachers and parents. Further, this website will provide learning opportunities for all visitors to learn about inclusive education. Wix.com (the introduction of Wix.com can be seen in Appendix A) is a web development tool that I used for creating my project. It allows users to design HTML5 which is a markup language used for structuring and presenting content on world wide web sites and mobile sites through the use of online drag and drop tools.

One of the purposes of this project is to explore Canadian and Chinese teachers’ perceptions regarding inclusive education. Every visitor will see a survey (the content can be seen in Appendix B) when they assess the website, but the participation is purely voluntary and visitors can skip this section if they do not want to participate. Therefore, questionnaire design is the first task of this project. Survey Monkey (Appendix C) is an online survey software that provides free opportunities for the user to create their own questionnaire survey. Also, it provides data collection and data analysis for researchers to explore the study deeply. Online questionnaire surveys significantly reduce set-up and administration costs. There is no money spent on paper,
printing or postage. It saves a lot of time on data collection and data analysis. It is more flexible and convenient for respondents to complete surveys online, which can increase engagement and responses. The questions on the survey are based on the existing literature on inclusive education, and the content relates to nationality, teaching level, number of years of teaching, the number and type of the students with special needs in class, training about inclusive education, collaboration with peers and parents, administrative support, and resource support. The two final open-ended questions are about inclusive education and can help the researcher to get deeper information. The results of this survey will efficiently help researchers to explore and compare the attitudes of teachers in these two countries respectively.

A public tool allows people to post and access information shared with anyone in the world. The discussion board is a column through which users can share their teaching experiences, strategies, and questions. Teachers will learn different teaching methods and make self-improvement in the process of communication. This tool will help to reduces the inconsistency in teaching from urban to rural areas. Also, parents can get the answer to their questions that they may have in educating their children. The website will also have regular news update on inclusive education in China and Canada. Everyone will be able to help widen the horizon and study continually from this website.

Professional knowledge is the basis of practice. The website will provide current research, case studies, videos, and theoretical knowledge for teachers, as well as for parents. For example, included on the website are the different stages of child development, real cases about inclusive education, comprehensive information about RTI and UDL, and strategies for teaching the inclusive class. Combining with both theory and practice will help teachers to obtain more insights into inclusive education. Also, the website will help solve the problem of knowledge
gaps and the lack of resources for teachers in teaching an inclusive class. The more accomplished teachers indicate that sufficient resources are keys to providing intensive and quality instruction (Urbach, et al., 2015). Therefore, the website will positively affect teachers’ beliefs and attitudes in teaching in the inclusive classroom. In addition, my research indicated that most of the parents who have the children with disabilities feel frustrated and helpless in helping their children and they do not know how to give their children support. Therefore, parents will be able to access lists of some of the most the useful technologies for children who have exceptional needs that will help them to engage in learning and life. The website will also act as a professor that points out the right way to parents when they go astray and tells them the advantages of inclusive education.

Children with disabilities need to receive additional services and accommodations through the public school system in order to develop their full potential. The website’s service center will be useful for both students and teachers for this purpose. Students can find the information on services, programs, and schools which are appropriate. Also, there is some recruitment information for teachers to find jobs.

This project will explore teachers’ perceptions regarding inclusive education and provide support to teachers and parents to promote inclusion in both Canada and China. There are many challenges in implementing inclusive education, such as funding shortages, negative attitudes of teachers and parents, knowledge gaps, and regional differences in educational practices; Also, Canada and China have two different educational policies that bring about diverse issues in implementing inclusive education. The internet creates a new learning environment for visitors and improves the method of finding information. My masters project is the design of a website that will help teachers and parents to obtain the knowledge they require about inclusive
education more easily and solve some of the problems in implementing inclusion in Canada and China.

Chapter one explored the purposes and the challenges of this project. In order to assist in the implementation of inclusive education, I plan to design a website to address the implementation challenges and further develop inclusion in both Canada and China. In chapter two, I will focus on the research studies and findings related to inclusive education and the development of the internet in education. Also, I will summarize the current research results to justify the importance of this project.
Inclusive education is an approach to the education system that welcomes students who have special needs to study with their mainstream peers (School Inclusion | Canadian Education Association (CEA), n.d.). Through inclusive education practices, students with special needs have more opportunities to collaborate and communicate with their peers. It is most beneficial for all students to develop their cognitive abilities and social skills together as this will effectively reduce bullying (Preventing school bullying of children with Special Educational Needs or Disability, 2014). Therefore, many countries have vowed to implement inclusive education. But different countries have different policies and current situations. Also, the teachers have various perceptions regarding inclusive education in different countries, and this new education system is a rising need and challenge all around the world to bring people together to live, learn and work. The internet is a global system that carries diverse information, resources, and services. Therefore, the website that I will develop will be a tool for teachers and parents to learn more about inclusive education and promote an inclusive educational approach.

Before creating my website, it was important for me to locate current pertinent research studies and findings regarding inclusive education and web applications. Therefore, this chapter will present the review of the current literature that will address: (a) the reasons for developing inclusive education, (b) the development of inclusive education in Canada and China, (c) teachers’ attitudes and perceptions regarding inclusive education, and(d) using the Internet and technology to further develop inclusive education.

Why was it Important to Develop Inclusive Education?
There were 150 million children who suffered from various types of disabilities in the first half of the Twentieth Century. The Canadian education system just had a single approach to respond to the diversity of students. The educational system at the time advocated a “one size fits all” model where all students study in the same way but this approach was not an appropriate way for all children to learn (Lupart & McKeough, 2009). Disagreements grew and gradually increased in the education system. Parents noticed that a single system of education could not meet all children’s needs. Therefore, parents of the children with exceptional needs began to seek out special services for their children. In the 1960s, the issue of accommodating students with disabilities came to educators’ minds, and parents’ concepts underwent a big change in the special education (Levin, 2009). Public schools and government started to pay attention to individuals with learning disabilities, but most students with learning disabilities were being taught separately from their peers. In 1975s, schools first implemented the tenet of “integration” (Lupart & McKeough, 2009). It meant that typical students and the students with special needs were placed together in the same classroom (Lupart & McKeough, 2009), but it was integration, not inclusion. Therefore, both teachers and parents quickly disagreed with this new educational approach. Teachers lacked the professional knowledge about special education and felt confused about their responsibilities (Werts, et al., 2014). Further, parents worried that their children who could not adapt to the new study environments and that the curriculum being delivered to these students in schools was inappropriate (Lupart & McKeough, 2009). Educators tried to improve their instructional methods to implement both inclusive and effective in the inclusive education. Therefore, what was needed was a setting that would promote inclusion, and success in achieving learning for all students, with the ultimate goal being inclusion (School Inclusion | Canadian Education Association (CEA), n.d.).
Inclusion is the current term used by educational reformists refers to the placement and education of disabled students into the regular classroom with their non-disabled peers (Marino, Miller, & Monahan, 1997). The term inclusion, often used in conjunction with mainstreaming, is based on the premise that all children can learn, regardless of various intellectual, behavioural, or physical disabilities (Marino, Miller, & Monahan, 1997). Inclusion involves the provision of instruction and activities in such a way that all students can experience success together in the regular classroom (Stainback, 2005). Brownlie and King (2012) stated that fostering a culture of “belonging” in school can help students to develop love, friendship, commitment, and caring. Also, it can stimulate students to change their behaviour, develop respect for others, and appreciate others for who they are. The research shows that a student who is certain of their acceptance in a class may feel safe, comfortable, and have interest in learning (Brownlie & King, 2012). In a recent review of the research literature (School Inclusion | Canadian Education Association (CEA), n.d.), inclusive education was determined to provide many benefits to all students, such as improved social-emotional skills, improved attitudes about themselves and others, improved connections to the school, improved positive behaviors, and improved academic achievement. Therefore, inclusive education is the preferred approach and creates a positive learning environment for all students in the school. Also, this new approach is an attempt to improve public education for all children. The research indicates that the process of implementing inclusive education increased the level of teachers’ professional development, increased collaboration between teacher and teacher, and increased parent involvement (Werts, Carpenter & Fewell, 2014). Universal design for learning (UDL) is an effective teaching method in inclusive education where teachers start curriculum planning with identifying the learning goals of different students and then choosing a variety of activities and materials to help all
students obtain the new knowledge (School Inclusion | Canadian Education Association (CEA), n.d.). Teachers who learn to implement inclusive education have noted that their teaching practice has improved (Werts, Carpenter, & Fewell, 2014). Overall, the above findings demonstrated that inclusive education is beneficial for all students, teachers, and schools.

The Development of Inclusive Education in Canada and China

A study by Makoelle (2014) explored the challenges, contradictions, and anomalies in the implementation of inclusive education globally. The aims of the study were to answer the following two research questions: What is the state of inclusion globally? Which factors hamper the implementation of inclusion globally? (Makoelle, 2014) The authors used self-reflection and writing to explore their personal experience of providing the inclusion globally. The analysis indicates that the move towards inclusion is not progressing smoothly. Different countries have various educational policies and definitions of inclusion.

Chinese legislation started to support inclusion in the 1980s, and it has existed for about thirty years of history (Deng & Manset, 2000). The Chinese government planned a particular inclusive approach to promote inclusive education that combined the separate special education schools with the regular schools. The special education schools were developed as resource centers that supported the regular schools and provided targeted education for students with special needs. This move emphasized that both the development of special education and inclusive education were significant and important in China (Malinen, 2013). However, there were still several barriers to inclusive education in China. The competitive school culture and traditional teaching model have been seen as the major obstacles to developing inclusion (Malinen, 2013). The Chinese educational culture has emphasized selection and competition due to a large segment of the population (Deng & Manset, 2000). All students suffered from heavy
work-loads and over-packed curriculum for passing the entrance exam before attending the schools. Therefore, this practice reduced teachers’ enthusiasm about paying attention to the students with disabilities. Also, the large class sizes brought a big challenge to teachers in inclusive education. Malinen (2013) indicated that high disparities existed between cities and countries throughout China. The developed regions had more teaching jobs and attracted more professional teachers to work there, but the remote areas had poor teaching conditions and lacked resources. This widened the gap between the urban and rural areas in developing inclusive education in China.

In the essays on building a better future for exceptional students in Canada, Lupart & McKeough (2009) explored the development of special education across the country. In the first half of the twentieth century, Canada conducted limited educational provision for special education. In the 1950s, educators started to focus on the students with disabilities. After the process of traditional referral, testing, and labeling, these students would be segregated on the basis of different categories of disabilities. In 1975s, the term “integration” first came into the language of special education and meant that the students with disabilities could study in their mainstream class, but they were not the center of the educational process. Also, both teachers and parents disagreed on this new educational model. Finally, schools improved the regular classroom service and unified system of education (inclusive education) in the 1990s (Lupart & McKeough, 2009). The Canadian education system experienced four stages which were exclusion, segregation, integration, and inclusion. Please refer to figure 1 (Segregation, integration, inclusion: what is the history of educating children with special needs, n.d.). Inclusion is the best education model that includes each student and builds a positive learning environment for everyone.
Figure 1: Segregation, Integration, Inclusion: What is the history of educating children with special needs?

Levin (2009) indicated that the history of educational politics in Canada parallels the history of diversity issues. Such as the differences among people relevant to their language, gender, country, and disability. The Canadian education system began as a single system to respond to the diversity of students but the disagreements expanded gradually until inclusive education became the consideration. The most difficult issue in Canadian schools was how to respond to the population diversity and meet all students’ needs. The population diversity also includes the diversity of religions and official languages. Therefore, Canadian schools made compromises to protect religions and languages in the 1860s. Nowadays, the acceptance level of diversity rises gradually, and diversity is now seen as a potentially valuable resource in education (Levin, 2009). Also, more and more citizens are becoming aware of their rights and are learning how to protect themselves, while at the same time the democratic politics gives them equal rights.
to make decisions in society. The politics of the country has become more open to diverse points of view and has given people more chances to express their thinking and uncomfortable feeling. Canadians have accepted their diversity, but there are still some challenges.

The essay, Inclusive Education for Students with Developmental and other Disabilities: The General Situation and Implications for Advocacy and Policy Development (Cameron, 2009), showed the difficulty of implementing inclusive education. Special and regular education systems had two approaches. Special education focused on equity such that the students with disabilities could make progress with additional, separate support. Regular education concentrated on excellence based on teacher development and school effectiveness (Cameron, 2009). Therefore, this has all led to the contradiction and conflict between these two approaches. Cameron (2009) also indicated that regular teachers and teacher assistants were confused about their responsibilities of educating students with disabilities. They could not collaborate well with other teachers and lacked the professional knowledge in this area. The preparation for addressing issues of diversity and inclusion in regular class was significant in implementing the inclusive education. Therefore, the lack of trained teachers in inclusive practices, insufficient resources, and insufficient incentives for teachers would be the main challenges in the implementation of an inclusive education approach.

**Teachers’ Attitudes Regarding Inclusive Education**

Different teachers have different attitudes towards inclusive education. A study was conducted by Berry, Berst and Jund, (n.d.) where they surveyed teachers to determined their attitudes towards inclusion in the general education classroom. They hypothesize that most of the teachers have negative attitudes towards inclusion in the general education classroom and maybe there would not be enough responses received to form a inclusion. In this research study, authors
distributed surveys to 60 teachers who were teaching in elementary schools, middle schools, and high schools (general education and special education teachers) in various school districts within the Washington state, and 45 of them completed and returned the surveys. The surveys were randomly put into the teachers’ mail boxes, along with a cover letter about how to complete the survey and an envelope to place it in when completed. The survey was composed of 14 statements with a Likert type scale and three open-ended questions about the teacher’s training, experiences, and supports with inclusion. For qualitative data, an interpretive research analysis was conducted. Often the purpose of interpretive research purpose is to understand the setting for social action from the perspective of the participants. Responses to the open-ended questions were typed verbatim and separate critical research analysis was conducted (Berry, Berst, & Jund, n.d.). The research showed that most of the teachers have positive attitudes toward inclusion, but some teachers also feel that they do not have the time to implement inclusion effectively and need more support in the form of resources to address students’ specific needs, well-trained instructional assistants, knowledgeable administration, and appropriate collaboration time. The limitations of this study were that the sample was too small, and there were not equal amounts of general and special education teachers surveyed. Therefore, the findings maybe were not accurate.

Other research has suggested that teachers’ attitudes may be influenced by several factors which were child-related variables and teacher-related variables (Avramidis & Norwich, 2002). Teachers will face different types of categories students with exceptional needs in the inclusive class, and Forlin (1995) indicated that the majority of educators prefer to include children with mild physical disabilities and mild intellectual disabilities into mainstream classes, while preferring the students with severe disabilities across both physical and cognitive categories, to
be included into part-time placement rather than full-time placement. Also, teachers stated that they would be more stressed to teach the students with disabilities full-time rather than part-time. Clough and Lindsay’s study (1991) suggested that the needs of students with emotional and behavioral difficulties were the most difficult to meet, followed by students with learning disabilities, and the students with visual impairments and hearing impairment ranked third and four respectively. In conclusion, teachers did show a more positive attitude towards the inclusion of students with physical impairments than emotional-behavioural difficulties.

An article, Teachers’ Attitudes Toward the Inclusion of Students with Autism and Emotional Behavioral Disorder (Cassady, 2011), explored the characteristics of students with autism and emotional-behavioral disorders as well as teachers’ opinions toward including them in the general education classroom. This study compared teachers’ attitudes of the two populations directly. The objective of the following study is to compare the willingness of teachers to have students with autism and emotional-behavioural disorders in the general education classroom. The purpose is to answer the question: Do general education teachers have differing attitudes toward including students with autism and emotional-behavioral disorder (Cassady, 2011). The author conducted a brief survey to collect data. The survey involved 25 teachers that have had previous teaching experience with the students who have special needs or will have the chance to work with them in the future. The participants lived in the various states in the United States and included both males and females whose ages ranged from 20 to 60 years (Cassady, 2011). Participants read two profiles about the characteristics of autism and emotional-behavioural disorders (EBD), and then completed surveys. The surveys consisted of a five-point Likert scale that assessed the teachers’ opinions about inclusion. The data was divided into two groups; group A was the students with autism, group B was the students with emotional-
behavioral disorders (EBD). An independent samples t-test was used to compare the mean scores of the participants’ responses regarding the inclusion of the students with autism and the students with EBD (Cassady, 2011). The results were evaluated using a descriptive statistical method. The findings indicated that teachers were willing to include students with autism rather than students with EBD in their regular classroom and felt confident to provide appropriate support and create a positive learning environment for the students with autism. Although the findings are valuable, they also have limitations. The sample of the survey is too small and maybe cannot represent most teachers.

The research noted that some teacher-related variables might impact teacher acceptance of inclusion, such as gender, years of teaching experience, grade level taught, the amount of children with special needs in the class, training, and teacher’s beliefs. Hsieh, Hsieh, Ostrosky and McCollum’s (2012) correlational study focused on the perceptions of Taiwanese first-grade teachers about inclusive education and explores the influence of teachers’ backgrounds, current teaching levels, and different kinds of students with disabilities. The research questions were: What are Taiwanese first-grade teachers’ perceptions of inclusive education? What background, situational and student variables influence Taiwanese first-grade teachers’ perceptions of inclusive education (Hsieh, Hsieh, Ostrosky & Mccollum, 2012)? Questionnaires were mailed to teachers who were teaching first-grade at 56 local elementary schools in a metropolitan city in central Taiwan. There were 484 first-grade teachers who participated in this survey. A total of 466 teachers returned questionnaires. Teachers had the right to skip any questions that they felt uncomfortable answering. The questionnaire related to feelings about inclusion, reactions to inclusive programs, willingness to engage in inclusion, collaboration among teachers, and implementation concerns. After finishing the data collection, descriptive statistics and bivariate
statistics were calculated respectively. The results illustrate that teachers perceived inclusive education as a good approach, but additional support is important for inclusive education to succeed. For example, teachers need more opportunities for training and teaching resources. Also, teachers who had at least one student with disabilities in their class had more positive perceptions of inclusive education. This study also had some limitations. The participants were first-grade teachers in central Taiwan. This cannot be a representative sample for all teachers and other grades.

Regarding gender, Harvey (1985) found that female teachers expressed more positive attitudes regarding inclusion and they had higher tolerance levels for the students with special needs than male teachers. Leyser (1994) also found that the teachers with 14 years’ or less teaching experience had a more positive attitude to inclusion compared with those with more than 14 years experience. However, some findings have shown that teaching experience has no correlation to teachers’ attitudes (Avramidis, 2000). The variable grade level taught has been focused on several studies. Leyser (1994) indicated that senior high school teachers have more positive attitude towards inclusion than junior high school and elementary school teachers. It was noted that teacher attitudes became less positive toward inclusion with the higher grade of students taught (Leyser, 1994). Inclusive education is a new approach for all teachers. Therefore, it is significant for teachers to narrow their knowledge gaps and improve their teaching skills and abilities. Training is an important factor that affects teachers’ attitudes towards the implementation of inclusion (Avramidis & Norwich, 2002). The findings showed that college teachers who had been trained to teach students with special needs expressed more positive attitudes regarding inclusive education (Beh-Pajooh, 1992). Training helped teachers to know more about inclusive education. For example, the framework of the RTI, progress monitoring,
the use of assessment instruments, and the importance of collaborating with other teachers and parents. RTI can effectively increase teacher’s confidence in implementing inclusion and the success of inclusion (Werts, et al., 2014). Self-efficacy is a belief in the power of people’s efforts (Urbach, et al., 2015). This study indicated that more accomplished teachers showed a stronger sense of self-efficacy than less accomplished teachers (Urbach, et al., 2015). Urbach, et al. (2015) also provided the evidence that teachers’ beliefs have a significant impact on teacher’s attitudes towards inclusive education which were translated into practice. This means that teachers who agree to teach the students with exceptional needs in the mainstream class would feel confident in teaching and successfully implementing inclusion in their classes.

**How have the Internet and Technology Developed in Public Education?**

The article, How has Technology Changed Education, stated that technology has deeply changed education (How Has Technology Changed Education, 2017). Further, technology has expanded access to education. Everyone with access to the Internet can obtain the knowledge they desire through the Internet by searching for books, images, videos, and games. The Internet increased the opportunities for communication and collaboration in education. Today, the face-to-face meeting is not the only way for people to communicate and collaborate. The Internet is effective and efficient. For the students, the classroom limits them from communicating and collaborating with other students in different classes, different schools, different districts, and different countries. However, the Internet has solved this problem, and the students who live in the rural areas also can get current news and information to open their mind. Also, people can share their ideas and questions on the Internet to promote mutual learning. The boundaries of living in different places is no longer a barrier for students in their learning, communicating, and collaborating.
Jovanovic (2015) suggested that the Internet was the new way of learning and gaining new skills and that we are in a time when knowledge is truly at our fingertips. The wide gap between urban and rural areas in education has existed for decades. The school systems have not been able to keep up and teachers lack of professional knowledge in teaching has increased. The Internet can provide the resources of the perfect modern education system for schools and be the “go to place” for effective teaching strategies for teachers. The Internet can, and has, greatly improved the development of schools and teachers. Also, the Internet replaces textbooks and provides more opportunities for students who struggle with the high prices of textbooks to obtain the desired knowledge. Most websites offered knowledge for free, and they are almost updated continuously. Jovanovic (2015) also noted that the Internet gave more opportunity for learners to study by themselves and make decisions on their own. Students can start and stop learning at any moment. Therefore, the learners had more time and flexibility to understand and explore their new knowledge deeply during online learning. The Internet has effectively changed education.

Another article, the author showed that modern learning had been changed by the Internet and technology (“How the Internet and Technology Have Improved Education”, 2017). The Internet provided more opportunities for teachers and students to discuss and study topics and do more teamwork. Also, the audience of teachers has expanded to the whole world. The author found that everyone had the right to join online learning and get the knowledge. It did help all learners to enhance their knowledge in a wider view. Traditionally public education was about taking notes from lectures, but now technology and the Internet has improved upon the traditional learning strategies and students’ learning efficiency. It is now much more convenient for students to find the resource of lectures online. Therefore, students could spend more time on
discussing and solving problems in the class. The Internet has also speeded up the research procedure and can save valuable time for the researchers.

Ahmad (2015) indicated the use of assistive technology in inclusive education. The new approach emphasized that all students could access the curriculum successfully through inclusion. However, it was still a challenge for students with disabilities to learn with their non-disabled peers in the same classroom. Assistive technology was an approach that could address the individual learning needs of all students. For examples of such devices are alternative keyboards, speech-to-text word recognition tools, word prediction programs, grammar checkers, and spell checkers, to name just a few. These devices provided the ability for all learners to access the general curriculum and complete tasks independently. Also, assistive technology devices could be used in their learning as well as in their lives. All in all, assistive technology has helped the students with disabilities to overcome obstacles and actively promoted the implementation of inclusive education.

Conclusion

This chapter focused on the development of inclusive education in Canada and China, teachers’ attitudes regarding inclusive education, and how the Internet has developed inclusive education. Both Canada and China improved the traditional education system for all students to achieve their goals. Every student needs a positive learning environment to develop their academic ability, as well as their social skills. Inclusive education is a more flexible approach in which teachers provide a variety of ways for students to learn new skills. The ultimate goal is to assist the student to become an independent person, not just a good learner. Every country has different national positions that can affect the development of education systems. The challenges of developing inclusive education exist in many areas, such as teachers’ negative attitudes,
knowledge gaps, lack of resources, and the effect of traditional education culture. Teacher’s attitude is a critical factor that can affect the success of inclusion. The research presented in this chapter indicated that some teachers felt overwhelmed in teaching an inclusive class and they did not have enough time in the day to finish the large amount of paperwork (Werts, Carpenter & Fewell, 2014). Also, some teachers indicated that they need more support in the inclusive class, for example, more resources, more opportunities for training, and better collaboration with other teachers and parents. However, some teachers have stated positive perceptions. These teachers had the opinions that inclusive education is beneficial for students with special needs. It was also noted that some factors that can affect teachers’ perception of inclusive education are their nationality, teaching level, personal experience, the characteristics of the students with special needs, and the total number of students with disabilities in the class. The current research lacks the comparative analysis between different countries, so my project will focus on the perceptions of Canadian teachers and Chinese teachers regarding inclusive education and explore the issues of implementing inclusion deeply. The Internet and technology have impacted education and every aspect of life. The Internet lets the world become bigger and bigger, but the distance between people get closer and closer. A massive amount of information is available on the Internet, and people with different backgrounds have equal opportunities to read and study this knowledge. The Internet increases the chance of communication and motivates independent study. It can significantly improve study efficiency and develop education all over the world. Technology is seen to be a major support for the students with disabilities in the inclusive classroom. It creates equal learning opportunities and environments for all students to achieve positive outcomes, including the students with physical, visual, hearing, mental, learning and
developmental disabilities. Therefore, technology can be promoted in the development of inclusive education.

In the next chapter, I will provide an overview of the website that I have created, including the process of my major project design and future development. Each section of the website design is based on the recent findings and focuses on dealing with the challenges identified with the implementation of inclusive education.
Chapter 3
Overview of the Website and Consideration for Implementation

The Internet is one of the greatest innovative technologies in the world. It has opened doors for everyone and changed lives. Communication has become much easier and more convenient all over the world. People from different backgrounds and different cultures can share their thoughts and get information through the Internet. It promotes the development of diversity and globalization. The inclusive education is an approach that continues to be implemented in both China and Canada. In order to develop inclusion, this new approach needs a platform to explore and study inclusion. Therefore, designing a website regarding inclusive education will be an effective way to further develop this model in both Canada and China. In this chapter, I will focus on the process of my major project design and introduce each section of the website. However, the website needs continuous renewal and improvement to develop inclusive education. Therefore, future considerations include continuous reflection for further developing the website.

Major Project Design and Development

The perception of a teacher is a critical factor that affects the success of inclusion. Also, researchers can explore the issues of implementing inclusive education from a teacher’s attitude in teaching an inclusive class. Therefore, the most significant section of this project was the design of an online survey to gather information about teachers’ attitudes regarding inclusive education. I created a survey in Survey Monkey to collect quantitative data from website users. The questions in the survey are based on the existing literature on inclusive education. After writing the first draft, I sent it to more than ten teachers in special education who suggested
additional items, recommended deletion of items, and modified the wording of items, and then I put the finishing touches on the final survey. The survey is developed into two sections. Section one contains demographic questions related to nationality, teaching level, number years of teaching, the number and characteristics of students with special needs in the class, training in inclusive education, collaboration with peers and parents, administrative support, and material support. In Section Two, participants responded to two open-ended questions that help the researcher to get more detailed information regarding inclusive education, such as the challenge of teaching an inclusive class including the pros and cons of inclusive education. The surveys are automatically entered into a database. At first, I will review each question separately and sort them into three parts. The first four questions are about teacher’s personal information and teaching background and to the second part shows teachers’ perceptions regarding inclusive education. Lastly, the third part is two open-ended questions to illustrate the in-depth and detailed description of teachers’ perspectives on inclusive education. I will use a constant comparison method (Lincoln & Guba, 1985) to compare the response against one another in every part and categorize together if the answers are similar or different. Finally, I will analyze and discuss the data.

The second section of the website is the homepage which consists of three parts; brief introduction to inclusive education, news and articles, and the discussion board. The videos and definitions provide a good start for understanding of inclusive education and special education development condition in Canada and China. The news and articles offer more information about the recent developments and the key challenges in implementing inclusive education in both countries. The highlighted orange headline and buttons help visitors pick the topics that interest them and read the full content. The section below showed the discussion board that visitors could
communicate with others, ask questions, answer questions, leave comments, and give advice on the website. It is beneficial for me to make improvements in building the website and developing inclusive education.

The third section is the professional knowledge of child development. Woolfolk (2012) suggests the three major domains in child and adolescent development as physical, social emotional and cognitive (Figure 2). The child is the center of their education. Teachers and parents need to know children’s development characteristics in different stages in order to give them support. The green buttons and the underlined text create a link to the various websites. Online videos, pictures, case studies, and articles are available resources that provide a considerable amount of expertise. It lists three domains of student development (physical development, cognitive development, and social-emotional development) in early childhood, middle childhood, and adolescence. I used Piaget’s theory of cognitive development as the reference in the part of the mental development which focuses on understanding how children acquire knowledge and the world around them (Woolfolk & Perry, 2012). This section was created for both teachers and parents so that they could learn the basic knowledge of how changes occur in human beings from birth to the end of adolescence, and how to educate their children in the right ways.
Figure 2: The Three Major Domains in Child and Adolescent Development

Resources and Technology is the fourth sections that provides teaching strategies and the information on assistive devices for teachers and parents for use in school and home. In order to implement inclusive education, teachers will need to build an inclusive learning environment in their classroom. Inclusive education is different from the traditional education approach. Inclusion means equality, equity, collaboration, and diversity. It is a challenge for both classroom teachers and resource teachers in teaching the inclusive class. They need to learn new teaching strategies and the principles of inclusive education. Therefore, part of the resources will help teachers to solve the problem in implementing inclusion. Assistive technology has become powerful in many inclusive classrooms. It promotes communication and facilitates inclusion of students with disabilities. The potential benefits of technology for educating students in inclusive education should be dramatically expanded (Merbler, Hadadian & Ulman, 1999). Therefore, it is critical for teachers and parents to know about the functions of various assistive technology devices. This part of the website was designed for visitors to obtain information about different
kinds of devices, such as the target user, direction for use, purchase place, and product price. Hyperlinks (red buttons) were used to link visitors to external websites, document, and video.

Family involvement is an important component in nurturing a school environment of acceptance and implementation of inclusive education. Teachers need parents’ support to design the appropriate plans for their children. Therefore, parents should also understand the meaning of inclusive education, the process of assessment, and the method of progress monitoring. The fifth section of the website is for parents and it provides information and resources to educate parents and actively engage them in their children’s education. The videos were created for parents to explore the detail deeply. Every video is short, and visitors can also share the videos with their friends. In addition, parents could get some expert tips and advice on educating and developing children’s positive behaviours. It is a challenge for some parents who have the children with disabilities to give their children appropriate support. This section is designed to help parents to deal with the fact that their children have disabilities and build confidence in parenting.

The last section is the service center that provides valuable information about services, programs and schools for students, and recruitment information for teachers. On the left of the webpage are different school profiles, programs, and services in Canada and China that give parents and children more options to choose from. Parents who have children with disabilities would discover that their children have a series of issues in learning. Therefore, these children need services and programs to find the roots of the problems and provide the best solutions for them. The special services would help the students who have disabilities to make progress in several areas, such as listening comprehension, oral expression, reading comprehension, spelling, writing fluency, and math reasoning. On the right is special education teacher recruitment information for both Canada and China. Teachers can use the website to find a job. The
recruitment information includes position, job location, salary, and position requirements. Visitors could click the blue button to get more information and apply for a job. It is my intention to update all of this information on a weekly basis.

**Future Considerations**

This project focused on further developing inclusive education in both Canada and China. Through the development of a website to capitalize on the Internet as an essential tool. It would help the researcher to collect more data on teachers’ attitudes regarding inclusive education and explore the challenges of implementing this new education approach in Canada and China respectively. Also, the project provides expert tips and teaching strategies for parents and teachers. The website is designed to make it convenient for them to understand and learn more about inclusive education. Designing a website for further developing an education approach is a novel idea, but it will need to improve constantly.

In the future, I will invite visitors who complete the questionnaire to participate in an interview. The interview method will be a one-on-one conversation with the interviewee that can help the researcher to get more qualitative data. Sometimes, researchers cannot gather all information in detail by questionnaires. Therefore, interviews are useful research methods that help researchers to finish the data collection. The questions of the interview will also be related to teachers’ attitudes regarding inclusive education, but much more detailed and deeper. For example, is the general classroom with both classroom teacher and special education teacher an effective environment to educate students with special needs? If yes, then why? If no, then why not? What factors facilitate successful incorporation of students with special needs in the general education class? What factors are barriers to successful incorporation of students with special needs in the general education class? These questions can promote participants to think deeply
and give more detailed answers. Also, each participant will be asked the same set of questions, and the interview will take about 15 to 30 minutes. Open-ended questions will be used to allow participants to feel comfortable to express their perceptions, experiences, subjectivities, preunderstandings, concerns, suggestions, and expectations (Seidman, 1991). Also, all interviews will be audiotaped and transcribed.

In the future I will add some new sections for students with disabilities that include things such as study games and learning strategies. Games are often one of the students’ favourite learning methods. For students with disabilities, this kind of activity will be especially beneficial because it can help students to build skills in language, vocabulary, reading, spelling, and math. The games will be categorized on the website for students in the various stages of development. For example, when selecting a math game, students may work at their present level or choose a different level (Figure 3).

![Figure 3: Different Grades of the Online Math Game](image-url)
Also, students can develop their math fluency and math computations through the games. For example, we can see from the figure 4 that these racing cars run on math power, and students can play with other friends or game players from all over the world. It will be a good way that helps them to build positive friendships out of class.

![Figure 4: The Online Math Game](image)

In summary, I aim to connect the international inclusive education communities and build inclusive education in schools through shared knowledge, resources, teaching strategies, working experiences, and ideas. However, the focus of this project was specifically geared toward the development of inclusive education in Canada and China. In the future the website will be further developed to encompass the promotion of inclusive education all over the world. Visitors to the website will have different backgrounds, nationalities, and languages and therefore, a new function will be added that the website can be translated into different languages. It will show visitors a translated version of the web pages to ensure everyone can enjoy it.
Chapter 4

Conclusions and Reflections

Conclusions

Inclusive education is a better approach for all students included in the education policies in both Canada and China. Inclusive class provides equal opportunities for the students with disabilities to meet their academic and social needs with their peers. Therefore, Canada and China actively promote inclusion in their communities. However, it does not mean that there are no differences between Canadian and Chinese inclusive education approaches. Different cultures and different national conditions bring various educational issues in implementing inclusion, such as teachers and parents’ negative attitudes towards inclusive education, teachers’ knowledge gaps, and funding shortage. The website I have developed is designed for solving these problems and further developing inclusive education in Canada and China. The website is designed to be a great resource for visitors to learn more about inclusive education, but it was especially designed for teachers and parents. Creating learning opportunities is the first step in developing a new education approach. Teachers and parents need time to understand and accept inclusion. As technology is continually changing and developing, my website will also need to improve with constant updates. In this chapter, I will summarize the research findings of Canadian and Chinese teachers’ attitudes regarding inclusive education. Finally, I will include my reflections on developing this website on inclusive education.

Summary. Inclusive education is a successful education approach that many countries are encourage to implement and develop. Canada and China have different education systems and national conditions that affect the implementation of inclusive education. Research showed that most Canadian teachers have positive attitudes regarding inclusive education, but a high
percentage of Chinese teachers believe that students with exceptional needs should study in a segregated special education class. The majority of visitors to my website are high school teachers. The number of students with disabilities in their classroom had a substantial effect on the teacher’s attitude toward inclusive education. Most teachers who had more than five students with disabilities in their class had the negative attitudes about inclusive education. The higher the total number of years teaching students with special needs, the higher proportion of negative attitudes about inclusion. Lack of collaboration was the most common challenge that teachers reported while an equally significant hurdle was that they did not feel supported by their administrators, school staffs, and parents. In addition, the respondents indicated that it was difficult for them to plan lessons, manage time, and build an inclusive, accepting, safe, and supportive learning environment for all students in the inclusive class.

**Benefits.** Through this project I created a free and practical website for teachers and parents who have children with special needs. It makes it convenient for them to obtain professional knowledge, resources, expert tips, and information from the website. All visitors with different backgrounds have a place to go to learn more about inclusive education. The survey provides a descriptive method that continually collects information about teacher attitude regarding inclusive education in Canada and China. The data collected to date has helped this researcher to collect data on Canadian and Chinese teachers’ perceptions about inclusion and explore the issues of implementing inclusion in Canada and China separately. It must be restated that different national conditions dictate different problems in developing inclusive education. However, it is through this problem solving that additional steps can be made in developing this new education approach.
**Limitations.** In this project, the first limitation to note is the late timing on website promotion. This is a new website on the Internet, and only a minority of teachers and parents found it and visited this website. Therefore, the website needs to be publicized and promoted continuously to develop more useful and current information about inclusive education. As in any survey study, there are multiple limitations (Werts, Carpenter & Fewell, 2014). It is hard to build a good sample and obtain accurate findings. The sample was drawn from a small number of teachers in this study, and all the Canadian teachers were from the same place. Different districts had different implementation of inclusive education; therefore, a large and more diverse sample is required and desired. Also, the website needs to be maintained and updated regularly that would be a complicated and cumbersome job for the researcher. This project focused solely on the development of inclusive education in Canada and China, but the researcher wishes to expand the scope of the study to a global level. Though the Internet becomes increasingly popular, there are still jurisdictions in both Canada and China that not all areas have equal access to the Internet. Further, some rural areas do not have the financial resources to have the devices that support using a website. Therefore, this website cannot bring benefits to all teachers and parents in the short term.

<table>
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<th>Benefits</th>
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<tr>
<td>- A free and practical website</td>
<td>- Later period promotion</td>
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<tr>
<td>- Collect data for exploring the perceptions of teachers regarding inclusive education.</td>
<td>- Inaccurate findings</td>
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<tr>
<td>- Provide professional knowledge, resources, expert tips, and information</td>
<td>- Maintaining &amp; Updating</td>
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<td>- Promote the development of inclusive education.</td>
<td>- Just focus on Canada and China</td>
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<td>- Not all areas of the world have equal access to the Internet</td>
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*Table 1: The Benefits and Limitations of This Project*
Reflections

**Regular time for inclusive education.** Inclusive education is an ideal approach that provides a positive learning environment for all students. The Canadian government strongly advocates and encourages the schools to reform the education system and develop inclusive education, but the process of developing a new education approach is hard and long. It is difficult for teachers, parents, and students to adapt to a new education approach in the short term. The traditional education system has been in schools for a long time that cannot be changed rapidly. Therefore, schools can plan the certain time for inclusive education. For example, schools need to welcome students with special needs to study in the mainstream classes once or twice a week, and all students can have outdoor activities, group cooperative learning, and social practice activities together. This type of inclusion will motivate students to build good peer relationships and improve social abilities. Also, teachers and parents will have more opportunities to experiment with and better understand inclusive education.

**Mixed-age education.** All students have different strengths and stretches that everyone has room for improvement. Students with autism face a lot of challenges in their lives, but some of them have mathematical talent, photographic memory, and artistic talents. A student may be ahead of or behind his chronological peers in some areas. Therefore, mix-aged education provides broader development space for students in their learning. Also, the mixed-age class is like a family. The older children can assist the younger children, and the younger children can learn from the older children. It will effectively foster children to respect and accept other friends and improve their responsibilities. Mixed-age education can be another form of inclusive education. Every child will develop to his full potential in the mixed-age class. Therefore, schools could try to have mixed-age class when implementing inclusive education.
**Combine with special education schools.** Special education schools have rich experience in educating the students with disabilities. Teachers and support staff in mainstream schools lack the professional knowledge about teaching the students who have exceptional needs. Therefore, it will be a good way for inclusive schools to collaborate with special education schools. Every teacher needs to participate in the training program to learn how to work with other colleagues and parents, how to design high-quality instructions, and how to communicate with every student. The special education schools can provide resources, support, training, and special education teachers to the inclusive schools. It will solve the problem of lacking professional teachers, resources, and promote the development of inclusive education.

**Voice of students.** The researchers conducted surveys of parents’ and teachers’ perceptions regarding inclusive education, but just a few studies focused on the voice of students. Students must be at the center of their education. ‘Student voice’ gives students opportunities to express their ideas and perspectives. Teachers and parents need to listen to their children’s hearts, rather than make decisions for them. Some students with disabilities are very brave and like to challenge themselves with things that others think are too difficult. Therefore, parents and teachers should believe that their children are strong and give them opportunities to express themselves as it will strengthen students’ achievements and help researchers to explore the many benefits of inclusive education.
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Appendix A: What is Wix.com?
Wix.com is a cloud-based web development platform that was first developed and popularized by the Israeli company also called Wix. It allows users to create HTML5 web sites and mobile sites through the use of online drag and drop tools. Users may add functionality such as social plug-ins, e-commerce, contact forms, e-mail marketing, and community forums to their web sites using a variety of Wix-developed and third-party applications.

Wix is built on a freemium business model, earning its revenues through premium upgrades. Users must purchase premium packages in order to connect their sites to their own domains, remove Wix ads, add e-commerce capabilities, or buy extra data storage and bandwidth.

How to create a free website? (from: https://www.wix.com/)

Create a website with Wix’s free website builder in just 5 easy steps:

1. Sign up for a free Wix account. Choose what kind of website you want to create.
2. Answer a few simple questions to get a site created for you with Wix ADI or you can start by choosing a designer-made template you like.
3. Customize anything on your site. You can ass videos, images, text, and more.
4. When you’re ready, punish your website to easily share it with the world.
5. Add more as you grow, like your own online store, booking system and more.

Appendix B: Teacher Attitude Regarding Inclusive Education Survey
1. I'm from
Canada  China  Other (please specify)

2. The current level you are teaching:
Kindergarten  Elementary  Middle  High

3. The total number of years teaching children with special needs in your classroom: __________

4. Amount of children with special needs in your classroom: __________

5. Students who have exceptional needs should study in special education classrooms
Strongly Disagree  Disagree  Neither  Agree  Strongly Agree

6. My educational background has prepared me to effectively teach students with special needs
Strongly Disagree  Disagree  Neither  Agree  Strongly Agree

7. I am provided with sufficient materials by school for teaching students with special needs
Strongly Disagree  Disagree  Neither  Agree  Strongly Agree

8. I feel supported by other people (administrators, school staffs, and students' parents) when faced with challenges presented by students with special needs in my classroom
Strongly Disagree  Disagree  Neither  Agree  Strongly Agree

9. What are the challenges of teaching an inclusive class?

10. What are the pros and cons of inclusive education?

Appendix C: What is Survey Monkey?
Survey Monkey is an online survey development cloud-based service company, founded in 1999 by Ryan Finley. Survey Monkey provides free, customizable surveys, as well as a suite of paid back-end programs that include data analysis, sample selection, bias elimination, and data representation tools. In addition to providing free and paid plans for individual users, Survey Monkey offers more large-scale enterprise options for companies interested in data analysis, brand management, and consumer-focused marketing. Since releasing its enterprise in 2013, business-focused services, Survey Monkey has grown dramatically, opening a new headquarters in San Mateo.

Survey Monkey provides data collection, data analysis, brand management, and consumer marketing for Facebook, Virgin America, Salesforce.com, Samsung, and Kraft Foods, among others.

As of 2015, Survey Monkey has 25 million users, and receives 90 million survey responses a month. The company was named to the Forbes Unicorn List of startup companies in 2015. In 2016, Survey Monkey was ranked #6 on the Forbes Cloud 100 list.