Introducing Inclusive Education to Chinese Teachers

by

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Abstract

This thesis explores how to help Chinese teachers build an inclusive mentality so as to facilitate inclusive education in their classes. Different definitions, characteristics, and benefits of inclusion are explored. To respond to the less than ideal state of inclusive education in China, a series of workshops was designed. The intention of these workshops is two-fold: first, to help teachers in China to better understand inclusive education, what it entails, and the values underlying it; second, to offer these teachers various practices that will make their classrooms more inclusive. The workshops consist of four main parts: inclusive mindset, humorous class, multiple intelligences, and inclusive assessment.

*Key words:* inclusive education, Chinese teachers, advantages and challenges, mentality
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# Table of Contents

Abstract ...........................................................................................................................................................ii

Acknowledgements .......................................................................................................................................... iii

Chapter 1- Introduction ..................................................................................................................................1
   Rationale for Inclusive Education in China ..............................................................................................2
   Purpose of the Study .................................................................................................................................4
   Definition of Terms ....................................................................................................................................4
   Overview of the Study ...............................................................................................................................5

Chapter 2- Literature Review ..........................................................................................................................6
   Definition of Inclusive Education .............................................................................................................6
   The Core Values of Inclusive Education ....................................................................................................8
   Inclusive Education in China ....................................................................................................................9
   Teachers’ Attitudes towards Inclusive Education .....................................................................................10
   The Benefits of Inclusive Education .........................................................................................................11
   Challenges to implement Inclusive Education .........................................................................................12

Chapter 3- Introduction of the Model and Workshops ..................................................................................15
   Rational Behind the Structure of the Model ............................................................................................15
   Importance of Each Component in Chinese Educational Context ..........................................................16
   Rationale for Workshops ........................................................................................................................18
   The Description of the Workshops ...........................................................................................................19
   Implementing the Workshops ..................................................................................................................20

Chapter 4- Inclusive Education Workshops for Teachers ............................................................................21
   The Model for Implementation of Inclusive Education ............................................................................21
Key Components of the Model.................................................................21
Inclusive Education Workshops...............................................................26
Plans for Implementation of Workshops.................................................26
Section 1: Constructing Inclusive Mindset .............................................26
Section 2: Humorous Climate in Class Relates to Inclusive Education.........29
Section 3: Understanding Multiple Intelligences and Weaving MI into Teaching........31
Section 4: Assessment for Inclusiveness..................................................35
Chapter 5 Summary and Conclusion....................................................40
Summary of the study............................................................................40
The Thoughts about the study...............................................................40
Limitation about the study.................................................................41
Further research...............................................................................42
Conclusion.......................................................................................43
References....................................................................................44
Chapter One: Introduction

Close your eyes and imagine there is a place where you hear happy sounds: talking, discussing, singing, dancing, and laughing in a comfortable, homelike, nature-based environment that provides students with support, care, and tutoring from dedicated educators. It is a pure spirited, happy, positive attitude towards everything, harmoniously including children of different backgrounds. In this environment, we incorporate, we accept, we celebrate all the differences and diversities. We look at things with a growth mindset, we hold our strongest belief that we are all born equal, and that all of us have some sort of talent or potentiality that can be developed. Imagine further that we have the same right to grow, to develop, and achieve to be fully human beings—to be who we are. It is inclusive education (IE) that can help us reach that place we have just imagined.

Though commonly thought to apply only to Special Education, IE is better understood in a broader sense. The OECD (1999) stated that the success of IE is not only in special education, but also

goes beyond the integrative idea of assimilating children with disabilities into the existing ordinary school system . . . it requires instead, changes to the school system itself which, inter alia, involve alterations of educationalists’ perceptions of children’s being, some re-thinking of the purposes of education and a reforming of the system generally, all of which needs consideration in the development of ‘schools for tomorrow.’ (p. 7)

This thesis will discuss the broad definition of IE and describe how one could help to facilitate inclusive educational activities in the context of Chinese education, which has traditionally been non-inclusive. This thesis will also explain why IE is needed and offer a series of workshops that could support inclusive teaching practices.
Rationale for Inclusive Education in China

The Chinese education system is based on a strong hierarchical, Confucius-influenced system with a strong reliance on standardized testing. Our education system is rooted in, and profoundly impacted by, this culture. Also, the Chinese education system is mainly supported by the College Entrance Exam, which itself is an “exclusive competitiveness” model in China (Zhang, 2010). The whole educational system uses exam orientation as its basis and all the schools in China follow the same model.

This model neglects student differences and diversity, instead forcing all students to fit a common mould. In doing this, our educational system is trying to produce the same products: workers who get brainwashed by school and will serve the ruling class without fostering their abilities to be critical thinkers and creative people. This is achieved through standardized tests that ‘select’ those who are qualified for ruling the most people. Most students follow virtually the same process of growing and developing, and for many, this hinders their development into whole people. Zhang (2010) claimed that all the teaching aims, and most educational activities, were designed based on exam-oriented education, which limits students’ development and reduces their learning motivation. We neglect each student’s differences and needs in general, and we try our best to foster and force them to be the same. Thus, our students cannot become fully developed or fulfill the talents that exist in them. All of students’ diverse talents are not included in their education. The Brazilian educator Freire (2005) claimed that education should emancipate a person to be a “full man.” But the oppressive system forces students into a “banking education system” to rule and control them. There, no diversity or inclusivity can freely exist in a general learning classroom, either for students with disabilities or students without disabilities.
Under the circumstance of fierce competition in China, for the group of students who need extra help or have learning disabilities, their learning challenges will usually be ignored, or they will be transferred to a special educational school because of their low speed of learning, the extra work they create for teachers, their unsatisfactory learning results, and the competition between classes and schools. They are treated as another part of educational components. Meng and Zhu (2007) stated that the fundamental objective of IE is to ensure that every student gets a high-quality education in “regular” or general education Chinese classrooms. However, the reality is the opposite. They pointed out that currently in China, only three categories of disabilities (visual impairment, hearing impairment, and intellectual disability) allow students to join in a general education classroom. Many children with severe or multiple disabilities, and children with other disabilities, have been rejected by general education classrooms and schools.

Furthermore, even those special needs students who are allowed into general education classrooms are not receiving IE. Because teachers do not differentiate or modify their lessons, these students are still marginalized for their performance and are unable to reach learning goals, finish tasks, or participate in the activities like others in the classroom. Kurth, Morningstar, and Kozleski (2014) said that students with significant disabilities who need extensive and persistent help are still refused access to the general education classroom.

Here I speak of IE in a special situation, which is mainly limited in a Chinese general education classroom where students’ diversity and differences are not recognized or admitted for several reasons: collective cultural background, historical test-oriented model, hierarchical social system, and Confucius-based mentality. All of these reasons are barriers to fulfilling the core values of IE successfully in the classroom. IE does not mean merely placing students with disabilities in the classroom; broadly, it extends to including each student’s talents, diverse
abilities, multiple intelligences, and abilities or disabilities, which can be identified and accepted. Instead, what is needed is for educators to help all students to achieve their best rather than ignoring or dismissing them. Therefore, it is urgent for Chinese teachers to understand the meaning of IE and to facilitate it to benefit all students.

**Purpose of the Study**

The purpose of this project is to offer a possible design framework within which these IE pedagogies might be implemented in Chinese classrooms to help students achieve their learning goals. Thus, the research question guiding this thesis is how the ideas and pedagogies of IE might be implemented in a Chinese mainstream classroom.

**Definition of Terms**

*Inclusive education* refers to teachers making sure that the educational activities they facilitate include every student and support the students who need individual help instead of neglecting them. It means everyone is welcomed and can feel they are a part of the learning community. Corbett (2001) claimed that IE is not just about the disability, but refers to a school that welcomes everyone, celebrates diversities, and recognizes individual needs.

*Special educational needs* refer to the needs of a student who has enduring physical, sensory, mental health, or learning disabilities, or any other reasons that prohibit him/her from participating in, and receiving advantages from, education compared to a person who does not have these challenges (National Council for Special Education, 2014).

*Mainstream* in the context of education refers to the practice of putting special needs students and individualized education plans into a general education classroom; it is a combination of “normal” students and special needs students studying together (Mainstreaming, n.d.).
Regular refers to students who meet the school entrance requirements, enroll in the school, and are able to follow and finish certain school programs.

Regular education refers to “the educational experience of typically developing children” (Webster, 2017). The preferred term for this kind of education is general education (Webster, 2017).

In this thesis, I discussed the situation of students in the general education classroom, including their participation, inclusiveness, and whether they are treated equally or get assistance. The terms normal and regular can easily be mixed, though they are different. Here I chose to use the term regular in the study because if we call students who are not physically or mentally disabled ‘normal’, we imply that students with disabilities are abnormal. This is neither correct nor fair; instead, we use typical to describe students who are not disabled and atypical to describe those who have disabilities.

Overview of the Study

In this study, I explore IE to design a series of workshops for Chinese teachers to implement IE in regular Chinese classrooms. In the first chapter, I introduce the study and state the reason why I chose this topic. In chapter two, I discuss IE from its origins, including what counts as IE, its core values, the current situation in the Chinese context, teachers’ attitudes towards it, and the advantages and challenges teachers face in incorporating IE in their classrooms. Chapter three is the bridge that builds the connection to chapter four; it also displays the main idea of chapter four and provides the justification for why those ideas make sense in certain situations. In chapter four, I mainly explain the workshops for implementing IE training for Chinese teachers with various activities. Chapter five contains the conclusion of this work; here I discuss the limitation of this study and my ideas for further research.
Chapter Two: Literature Review

Definition of Inclusive Education

Deng (1999) and Winzer (1993) explained that the origins of IE can be traced back through the 1950s with the civil rights movement in the United States. The idea of IE also arose from the requests for equality and freedom from social movements during the Renaissance and French Enlightenment. Since the emergence of IE, special education has become a hot discussion topic in inclusive education (Deng & Zhu, 2007). The term *inclusive education* is frequently used in special education, which confuses its definition (Carrington et al., 2015) and makes it hard for us to distinguish the difference or to facilitate real IE (education for all) in the classroom. In the beginning, people thought that students with disabilities needed to be “fixed” and they were often excluded from the regular classroom. IE models first arose through special education. The UNESCO Salamanca Statement (2016) called for inclusion for all children with disabilities as the norm. Moreover, they developed their Framework for Action as the guiding principle for regular schools to accommodate all students, “regardless of their physical, intellectual, social, emotional, linguistic or other conditions” (UNESCO, 1994). Education for all was the commitment of the statement, which realized the emergency for providing all children, young people, and adults with access to the regular education system; it highlighted that those special needs children should have the same equal access to “regular” or general education schools, and added,

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the
majority of children and improve the efficiency and ultimately the cost-effectiveness of
the entire education system. (UNESCO, 1994)

Duhaney (1999) claimed that many countries have used legislation to implement IE for
special needs students and extended inclusive pedagogy to all the students. The idea of IE is not
a new term for us, but when we speak about IE, we will probably think more about special
education. But Thomas (2013) stated that IE is for all children, “not just those with disabilities”
(p. 473). Inclusivity is about diversity and equity as well as mainstreaming and disability.
Thomas and made it clear that inclusive education is not only about the placement of disabled
children in the general education classrooms, but it can be seen as a formula: “Inclusive
education = V+P+5As+S+R+L, V=Vision; P=Placement; 5As=Adapted Curriculum, Adapted
Assessment, Adapted Teaching, Acceptances, Access, S=Support; R=Resources; L=Leadership”
(p. 29). Furthermore, Thomazet (2009) summarized the three key characteristics about IE:

- Inclusive education makes school the place of education of all children
- Inclusive education meets the needs of each pupil better
- Inclusive education is a process which leads the school to seek solutions for educating all
  children in as ordinary a way as possible. (p. 557)

According to Huang (2003), “inclusive education is a new education idea and process which
accepts all students, opposes discrimination and exclusion, promotes positive engagement,
emphasizes team cooperation, and satisfies different needs” (p. 30). Waitoller and Kozleski
(2013) saw IE as a process, an ongoing journey:

- Inclusive education is a continuous struggle toward (a) the redistribution of quality
  opportunities to learn and participate in educational programs; (b) the recognition and
  value of differences as reflected in content, pedagogy, and assessment tools; and (c) the
opportunities for marginalized groups to represent themselves in decision-making processes that advance and define claims of exclusion and the respective solutions that affect their children’s educational futures (p. 35).

Ainscow, Booth, and Dyson (2006) also claimed that IE aims to promote equity, participation, respect diversity, compassion, care, kindness, and rights in society. Booth (1996) pointed out that IE contains the right of every single child to obtain an education as well.

**The Core Values of Inclusive Education**

The values of inclusive education are related to “interactionist ideology” and “revolve around fellowship participation, democratization, benefit, equal access, quality, equity and justice” (Salend, 1998, p. 1). Salend stated that the purpose of IE is to provide all students an equal opportunity to access a practical education, support, assistance, and help. It will foster a place that embraces differences, a sense of belonging, and is community based to address the needs of all the students. According to Booth and Ainscow (2002), the core values of IE can be displayed as the following:

1. Putting inclusive values into action.
2. Viewing every life as of equal worth.
3. Supporting everyone to feel that they belong.
4. Increasing participation for children and adults in learning and teaching activities, relationships, and communities of local schools.
5. Reducing exclusion, discrimination, and barriers to learning and participation.
6. Restructuring cultures, policies, and practices to respond to diversity in ways that value everyone equally.
7. Linking education to local and global realities.
8. Learning from the reduction of barriers for some children to benefit children more widely.

9. Viewing differences between children and between adults as resources for learning.

10. Acknowledging the right of children to an education of high quality in their locality.

11. Improving schools for staff and parents/careers as well as children.

12. Emphasizing the development of school communities and values, as well as achievements.

13. Fostering mutually sustaining relationships between schools and surrounding communities.

14. Recognizing that inclusion in education is one aspect of inclusion in society.

**Inclusive Education in China**

In China, IE was started in the 1980s and supported by legislation. The Chinese government promoted a special inclusive approach to apply IE that combined the separate special educational schools with the general education schools. Deng and Manset (2000) pointed out that “separate schools constitute the ‘backbone’ of the system, and a large number of special classes and learning in regular classrooms serve as the ‘body’” (p. 125). Also, Deng and Pan (2003) pointed out that currently most professionals disregard the subtle differences of some terminologies related to IE, such as mainstreaming, integration, and regular education, and this makes it hard to tell whether mainstreaming or IE is implemented in general education classrooms. Nevertheless, they considered IE from a broad sense and regarded the time and efforts assigned to the children with disabilities to general education classrooms as inclusive education. Deng (1999) claimed that IE would transfer students with disabilities from a segregated environment to the general education one so that IE can happen.
Chinese general education classrooms utilise Western inclusive education as a reference, which places the students who are disabled into the general classrooms, and pays attention and gives importance to identifying and developing those students’ potentials (Deng & Zhu, 2007). Malinen (2013) stated that there were still some difficulties in applying IE in China. Malinen claimed two major reasons: one is the competition among schools; the other is the traditional teaching model. Chinese education has put so much emphasis on students’ academic achievements and competition because of the large population (Deng & Manset, 2000). Students suffered from the heavy learning tasks and the pressure to achieve high scores, teachers had to work under the score-oriented aims of students’ learning results, and the large size of classes cause a big challenge for Chinese teachers to implement IE in their teaching practice. Zhou and Yang (2016) pointed out that IE in China still has a long distance to go to achieve its core values and its educational pedagogies. But now it is a good time for IE ideas to be implemented in China because of the country’s current ideology, which is “building a harmonious socialist society” introduced by the Communist Party of China in 2006 (Zhou & Yang, 2016).

Teachers’ Attitudes Towards IE

Villa and Thousand (2000) claimed that IE is an attitude, a value and belief rather than merely an action. Successful IE largely depends on the positive attitudes towards it. According to Meng’s (2008) research about rural and urban teachers’ attitudes in China toward IE, the results showed that both groups of teachers held significantly different views about IE in general. The urban teachers preferred to use segregated special education, even though urban schools have more resources and support compared with rural schools, and urban teachers were less optimistic regarding IE than rural teachers. However, the researchers summarised that those teachers who were willing to adjust their teaching methods to assist students with or without special needs held
a positive attitude to IE (Good & Brophy, 2007; Norwicki & Sandieson, 2002; Sharma, Forlin, Loreman, & Earle, 2006; Subban & Sharma, 2005). Harvey (1985) found that gender is another element that can impact teachers’ attitudes to IE. Female teachers held more positive attitudes about IE and they were more tolerant with students who need special care or assistance. Barton (1996) claimed that teachers’ past experience, their perceptions of IE, and their definitions of difference and disability in society influence their educational practice and how they relate to teaching students with disabilities. Therefore, teachers’ values and beliefs about IE are significantly important for its implementation, and these affect teachers who may harbor some prejudice or discriminate against their students with specific hypotheses about students’ disabilities. Moreover, Moberg (2003) pointed out that other elements like teachers’ working experience and class size can affect teachers’ attitudes towards IE as well. Thus, Boer, Pijl, and Minnaert (2011) concluded that generally, the more experienced teachers are in IE, the more positive attitudes they will have toward it, and vice versa.

The Benefits of IE

The advantages of IE can be manifested by its core values, which are focused on all the students, not only “special needs students,” but also other students who need special help or extra attention. Implementing IE can make education for all come true; as such, all people will benefit from it. Thomazet (2009) believed that IE has the power to create good schools for all students. Because it is inclusive, IE tries to address the needs of every student. Students who have serious physical disabilities, attention deficit issues, emotional disorders, and cognitive challenges should get the necessary assistance (Thomazet, 2009). Meanwhile, when other students need help, they also should not be neglected because they are “normal.” Thomazet (2009) also
claimed that IE can offer the opportunity for education to change a structure to better fit the students’ needs.

It is hard for many young people with learning difficulties to have an inclusive learning place to gain and develop their gifts. Thus, IE can provide more chances for them. IE improves the moral consideration and highlights that it is the right that every student owns that he or she can access education without discrimination or prejudice. Additionally, the medical model to treat students who need extra or particular attention will be reduced by the pedagogy of IE (Thomazet, 2009). Diversity and differences will be more accepted by implementing IE into educational facilitation, encouraging people to be open to possibilities, and acting on diversities (Thomazet, 2009). According to Thomazet (2009), IE offers the opportunity for ethical progress, which can claim the right of each child to go to a general education school for education without discrimination; second, it is the opportunity for teachers to modify the structure of education and the methods of teaching so that all pupils’ needs can be meet. Third, it helps all children and teachers to put real differentiation in place. Thus, IE can make schools better places where all children can receive an equal and inclusive education.

Challenges to Implement IE

While we may see the benefits and value of IE, its application will be profoundly impacted by different beliefs surrounding education and school culture. Fuchs (1994) stated that people from different countries with different social contracts, social ideologies, and political ideologies have various views, goals, approaches, and consequences of approaching IE. As Deng & Zhu (2007) pointed out, even while a significant number of countries have put effort into implementing IE, none of them have successfully realized its core values. Anastasiou, Kauffman, and Di Nuovo (2015), Ferguson (2008), Hardy and Woodcock (2015), and Haug (2017) all
agreed that most counties interpret IE as a separation of special and ordinary education.

Moreover, Deng and Pan (2003) claimed that there is no standardized model or blueprint of IE for people to implement it, and also IE needs people to explore and find suitable approaches to facilitate IE according to their circumstances. Thus, because of the differences of places and people, it is a challenge to implement IE with its general core values. Unianu (2012) also agreed that teachers’ attitude towards IE and its principles is one of the major obstacles to facilitating IE. Teachers’ prior working experience with special needs students has a huge impact on teachers’ attitudes towards IE (Forlin, Tait, Carrol & Jobling, 1999). Unianu (2012) also pointed out that teachers are often not confident enough, or have the competence, to teach students who need special help. Hay, Snit, and Paulsen (2001) claimed that a shortage of IE activity training for teachers was another challenge for teachers to successfully implement IE. Moreover, Buell, Hallam, Game-McCormick, and Scheer (1999) thought that if teachers were more open minded to the concept of IE, they would be more confident in facilitating it.

Angelides, Stylianou, and Gibbs (2006) revealed that “the medical-pathological model” is deeply embedded in education, which makes it difficult for teachers to move forward and have a better perception of IE. Ghergut (2010) stated that curriculum and teaching strategies and teachers’ educational background affect facilitating IE as well. Teachers who are experienced with students with multicultural backgrounds compared with unexperienced ones are more open to the pedagogy of IE (Unianu, 2012). Unianu (2012) also mentioned that prejudices still exist, even when teachers know students have different needs, and that they should support them.

Another important reason for the difficulty in implementing IE is that many teachers do not know their students well and have less knowledge about students’ needs and disabilities, such as physical, mental, emotional, and behavioural problems. Teachers also need the help and support
of specialists to help every student to grow and develop (Unianu, 2012). As a result, successfully implementing IE in classrooms or schools relies on many elements.
Chapter 3: Introduction of the Model and Workshops

This chapter presents the rationale of the model I designed (see chapter 4) and provides the basis for the professional workshops for Chinese teachers to implement IE in their classes.

Rationale behind the Structure of the Model

![Diagram of Inclusive Education](Figure 1)

*Figure 1. Four important components of implementing inclusive education*

The reason why I developed this model is that each component of the model is a vital element to create IE in general Chinese classrooms. An inclusive mindset will lead teachers to consider how humour can create a relaxed atmosphere in the classroom and make it easier for students to become involved in learning. With an inclusive mindset, teachers will better understand multiple intelligences and will pay attention to students’ different intelligences and better support them to achieve their potential. At the same time, because of the inclusive mindset, the teachers will use different ways of assessing students’ learning instead of only using paper-writing tests all the time. Using inclusive assessment can reflect the IE mentality, and it is also a good way to check how it works both for teaching and learning. In conclusion, an inclusive
mindset, humorous classroom, acknowledgment of multiple intelligences, and inclusive assessment are all essential for the successful implementation of IE.

**Importance of Each Component in Chinese Educational Context**

**Inclusive mindset.** Currently in regular Chinese classes, most teachers do not have a sense of what IE means. As I found in reviewing the literature, the current situation of IE in China and Chinese teachers’ attitudes toward IE is not ideal. Deng and Pan (2003) claimed that there is no standardized model as an example for teachers to implement IE, which led to difficulties in implementing the model. Deng and Poon-McBrayer (2012) pointed to various problems that currently exist: equity, a lack of acknowledge of students’ differences, and a failure to embrace students’ diversity. The concept of IE adopted into Chinese mainstream classroom involves bringing students with disabilities into mainstream classrooms, however, without sufficient assistance from professional specialist. Teachers’ attitude toward IE are also problematic, often stemming from their prior teaching experiences, the shortage of professional knowledge of IE, a lack the awareness of what IE truly is, and a lack of commitment to the values of inclusion. A central goal of this thesis is to help shift teachers' mindset around inclusion. Chapter four outlines successive procedures for building an inclusive mindset as the foundation for teachers.

**Humorous classroom.** Chinese education has been profoundly influenced by the Confucian mentality; a hierarchical structure with a teacher-centred learning model. The classroom atmosphere is usually under high-pressure tension. In most classrooms, teachers lack humour, they facilitate the materials mechanically, students feel bored, and lack motivation and intention to learn. Also, students feel scared of making any mistakes in the class which increases the anxiety and tension. However, humour can greatly reduce students’ nervous mood, and
enhance students’ engagement. Terrell (2015) suggested that humour is a powerful tool for teacher educators to use, helping them to release the nervous tension of the class, and to create a funny, relaxed place for students to learn. Humour can also help build up a supportive relationship between teachers and students. Terrell (2015) mentioned that teachers should be thoughtful when they use humour, never making students feel that they are those who are being made fun of.

Humour has a significant importance for building an inclusive classroom. By sparking students’ creativity, it can change the classroom atmosphere into a worry-free place, where everyone has the courage to take part in learning process. Thus, a humorous classroom is supportive and helpful in implementing IE because humour can reduce students’ inner tension in the class and increase their engagement in learning, and this is can be counted as a part of implementing IE. Because of these benefits, chapter four contains a couple of activities that help teachers to realize the usefulness of using humour from positive aspect in the classroom to create inclusive atmosphere, and it contains activities that show teachers how to utilize humour appropriately.

**Multiple intelligences.** This concept has rarely been introduced into Chinese classrooms, let alone the idea of asking the teachers to take advantage of it for teaching so that they can meet the diverse students’ needs. As I mentioned in chapter two, Chinese education is a test-based model that disregards students’ varieties of intelligence. What the teachers focus on are the abilities of students’ reading, writing, and solving mathematical problems (Frank & Kaye, 2001). Teachers forget, or do not care, about students’ different cognitive strengths and assess them merely by tests and grades. Those students who are academically strong may have priority over students who are less strong, and sometimes those who are not good academically will be
neglected or face marginalization in their class. Their other strengths are being put away or forgotten because of the educational system. For example, some teachers just do not have enough knowledge of multiple intelligences, which relates to IE implementation, and they do not have sufficient support from educational consultants, or professional training. Therefore, it is necessary to introduce the idea of multiple intelligences to Chinese teachers. Chapter four describes a series of workshops created for teachers to understand multiple intelligences and acknowledge them in their students so that teachers can weave students’ different talents into teaching practices.

**Inclusive assessment.** The Chinese educational assessment system consists of paper exams and standardized tests. These high-stakes tests can exclude many students from achieving their potentials, or lead some students to give up their education totally. As currently practiced, the aim of the assessment is not to serve students’ learning or meet each individual's needs but rather to select those who excel at academics. However, inclusive assessments can be a way to guide teachers’ teaching and students’ learning as facilitating IE. In chapter four, the teachers are introduced to inclusive assessment by exploring why they assess students’ learning. They will also learn different kinds of assessment, which they can use to adjust previous students’ assessment to eventually put inclusive assessment in application, which serves the IE.

**Rationale for the Workshops**

Regular Chinese classrooms often operate in a monoculture circumstance. Diversity is officially encouraged, and students with physical or mental challenges are allowed to attend classes, but they do not receive professional support in the classroom. One reason for this is because the classes are large, usually consisting of 40-60 students, and teachers do not have enough time or energy to devote to individual “regular” students without the added work of
helping special needs students. Also, while differently abled students may be physically present in classrooms, they are not truly included because teachers and students concentrate on achieving high scores in tests, neglecting the other aspects of students’ potentials and abilities, so the differently abled students’ talents are often overlooked. I believe IE can help to decrease the severity of these problems in Chinese context. As Thomazet (2009) had pointed out, the benefits of implementing IE can make schools to be better places for all children get chances to be educated, and secondly, he admitted that IE could meet the needs of each pupil better by applying special measures, such like special needs groups, classes, or integration units if needed to respond the observed needs from the children in the school. Additionally, diversity and differences will be more accepted because of IE implementation. Booth and Ainscow (2002) believed that the value of IE can reduce exclusion, discrimination, increase the opportunity for children to learn, etc. With this in mind, I have designed some workshops on IE for Chinese teachers who can be assisted and supported to reach the goal of creating inclusive classrooms for every student.

**Description of the Workshops**

Based on my readings of literature about IE, this project is specifically designed to help Chinese teachers find ways to incorporate IE in Chinese general classrooms by embracing students’ differences and diverse capabilities. It introduces Chinese teachers to the methods of implementing IE in Chinese mainstream classrooms through four different foci. The first part presents the inclusive mindset to Chinese teachers and helps them to build up this mindset, which will guide their teaching. The second part argues that a humorous classroom climate is helpful to establish and maintain inclusivity and demonstrates various means for teachers to facilitate such a climate. The third part introduces multiple intelligences to teachers so that they may better
understand and apply their students’ diverse abilities in learning and enable them to participate fully in the classroom activities. In the last part, I suggest different assessment techniques that teachers can use to provide evidence of students’ progress and reflect their teaching so that true inclusivity be achieved.

**Implementing the Workshops**

To achieve the goal of implementing IE in Chinese mainstream classrooms, I developed a series of workshops of IE training activities for Chinese teachers. In the workshops, the facilitator will give participants reflection opportunities in which the facilitator asks the participants to think about or write their ideas and experiences connected to the workshop topic. The facilitator will use trigger materials like videos and case studies to support the training. Additionally, during the process, the facilitator will ask the participants to apply or use the skills in the actual process. Group discussion and collaboration are used in implementing these workshops.
Chapter 4: Inclusive Education Workshops for Teachers

The Model for Implementing Inclusive Education

Based on my literature review in chapter two, I developed a model that sums up four different aspects that I think can be introduced to Chinese teachers to contribute to implementing IE in a regular Chinese classroom. The following model is my concept design of how to carry out IE in a regular Chinese classroom, and it is also the foundation of my design of IE workshops for Chinese teachers.

Key Components of the Model

**Inclusive mindset.** IE is a mindset in which the teachers respect individuals’ differences and try their best to help and support students, meeting the individual students’ differences and needs. Teachers should avoid teaching practices that only serve those who are academically strong and neglect the academically weak students. Therefore, an inclusive mindset should be embedded in teachers’ heads and hearts. The inclusive mentality requires educators to be critical
and reflective when they are working on IE, trying to include every student and to make sure that teachers can offer students a good quality education. Thus, teachers should understand inclusive ideas of education so that they can facilitate them in class. With an inclusive mindset, teachers will think about using personalized learning strategies to encompass differentiated instruction and modify the curriculum and curricular goals so that it can meet the students’ individual needs.

As teachers, we cannot expect that students will all have the same understanding, perception, or reading ability. Because of their differences, teachers can help students by getting them different editions and versions of materials. They can also make some modification of the materials while staying on the same topic so that students receive the same educational content (Katz, 2013). Educators should not be limited by the mentality that students at different levels of learning, or who have different learning abilities, cannot be taught. In contrast, educators should respond to and cultivate those students’ different abilities, and teachers should encourage students to take actions as much as they can to achieve their learning goals.

**Humorous classroom.** To provide IE in a regular Chinese classroom, humour is another crucial element that should be considered because the atmosphere in regular Chinese classrooms is frequently overly serious and not fun. Humour can be powerful in the way it affects the climate of the class. Santos, Sardinha, and Reis (2016) stated that the classroom climate is one determining factor of implementing IE in class, and they stressed that a humorous classroom can provide all students a relaxing and comfortable learning environment. As students feel emotionally happy and relaxed, they will be more focused on their studies, which means they will be more immersed and included in learning compared to those who are under high pressure and cannot focus or involve themselves in studying.
Creating a humorous and inclusive classroom atmosphere can give students, no matter their ability, a sense of belonging and joy, and be valued and respected. Under these circumstances, every student’s potential can be better developed. Humour can create many positive influences in IE. As Cann et al. (2000), Smith et al. (1971), Strick et al. (2009) and Yovetich et al. (1990) contended, a humorous classroom can offer students more opportunities to experience more pleasant feelings and increase their interest in learning content. As this happens, their involvement and engagement will also go up. Consequently, a humorous classroom can enhance students’ interest and involvement in the learning process and assist in creating a genuinely inclusive class.

**Multiple intelligences.** Gardner (1993) held the view that if students are helped by teachers who recognize their multiple intelligences and develop them, students will be more engaged and competent. This reflects the core values of IE that teachers treat students equally, recognize students’ differences, and reduce the barriers for them to learn and participate. According to Gardner’s multiple intelligence theory, there are various kinds of intelligences: verbal-linguistic, visual-spatial, logical-mathematical, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and natural (Gardner, 1993). The teacher can use multiple intelligences to design diverse teaching methods to assist students to achieve their best potentials and goals. Students’ talents can be manifested in these multiple intelligences when the teacher pays attention and assists the students to develop it.

Elias (2004) claimed that “working through multiple intelligences is more than just pedagogy. It represents finding windows into souls of children and ways to reach them in powerful and meaningful ways” (p. 58). Teachers can see children’s talents through the lens of multiple intelligences and help children strengthen their talents in suitable ways, which can
indirectly or directly affect their academic achievements as well. Successful implementation of IE can be embodied by exploring and developing students’ interests, the different stages of their interests, and their feelings, abilities, and talents through practising multiple intelligence knowledge (Katz, 2013). Also, Katz (2013) noted that introducing teachers to the concept of multiple intelligences and recognizing each intelligence is equally important and meaningful for them to carry out IE in their classrooms. When teachers can perceive and appreciate each student’s differences, specialties, characteristics, and abilities, they can use appropriate ways of teaching to help with the students’ learning rather than ignoring their different needs, which are not covered by the drive for high-score tests. IE will be achieved as a result; all students will benefit from IE.

**Inclusive assessment.** Inclusive assessment is another important part in implementing IE. It aims to inhibit exclusion and serves a learning and teaching practice that promotes inclusion (UNESCO, 1994). Katz (2013) claimed that “assessment for learning is assessment for the purposes of guiding teacher instruction” (p. 146). Teachers gather evidence of student learning so that teachers know where and what that students still do not know or have difficulties with. The teacher can then adjust the teaching methods or shift the learning goals for the students as a technique to include the students in the learning process all the time. Therefore, assessment for learning promotes IE practices. It can be used as a tool for teachers to find out the problems and difficulties students are having, and teachers can help in time to meet their needs. Also, because of the assessment, teachers can determine the best ways of instruction moving forward. An appropriate adaptation and modification of materials or goals may help students profoundly.

Bourke and Mentis (2013) pointed out that “assessment and inclusion are undoubtedly linked” (p. 854). Student self-assessment is one way to help students learn; assessment is also
learning, which “focuses on students and emphasizes assessment as a process of metacognition (knowledge of one’s own thought processes) for students” (Western and Northern Canada Protocol, 2006, p. 41). Seen from this view, the purpose of the assessment will be to lead students to take the initiative in their learning from their own assessment of their study, to become the owners of their learning process, and to be independent learners and thinkers eventually (Western and Northern Canada Protocol, 2006; Katz, 2013). Self-assessment approaches focus on students’ needs and goals of their own learning, which is a process for inclusion. In other words, self-assessment involves and includes students to assess their own learning so that they can minimize the gap between their own goals and the curriculum expectations. Additionally, self-assessment can make students realize their identity and belonging (Bourke & Mentis, 2013).

In addition, assessment of learning can be seen as the learning results of students’ study in which teachers use different strategies to confirm what students know, check whether the students meet the curriculum outcomes or the goals of individualized programs, and decide the students’ future programs or placements (Western and Northern Canada Protocol, 2006). Assessment of learning can lead teachers to use multiple forms of assessment, which offer multiple pathways for students’ learning and acknowledge that students’ ways of learning are different. Thus, teachers can assess students by visual, oral, dramatic, or other ways to fit students’ diverse or different learning styles (Western and Northern Canada Protocol, 2006). Teachers can use assessment as a tool to adjust both teaching practices and students’ learning process so that it contributes to high-quality education and inclusiveness. In brief, assessment for, as, and of, learning can accelerate and promote inclusivity in education.
Inclusive Education Workshops

Based on the model above, I have addressed four principle parts that could help facilitate IE in a regular Chinese classroom. In what follows, I will describe four sections of a series of workshops that could introduce IE to Chinese teachers. The goal of these workshops would be to help educators in China to gain knowledge and understanding of IE and the skills necessary for its implementation. Each part of the model has been incorporated into an individual workshop.

Plans for Implementing the Workshop

These four workshops will last four weeks (one workshop per week), and each session will last three hours. All the participants will take part in these workshops as individuals, groups, and teams. Everybody will contribute his or her own thoughts about the topic in each workshop. Results will be offered at the end of each of the activities as a tool to evaluate how the participants master the topic.

Section 1: Constructing Inclusive Mindset

Outline: This section encompasses the four main ideas with four activities designed individually to achieve the goal of constructing an inclusive mindset, as shown below:

Aim: Participants understand what IE means and construct an inclusive mindset.


**Required materials:** *Inclusion* (video; 2 min 19 secs), *Inclusive Mindset-- Ability Links* (video; 2 min 28 secs), the manual for the core values of IE (see in Chapter 2), computers, colour pens, big paper, board.

**Duration:** 3 hours.

**Activity 1** Duration: 40 min.

*Learning objective:* Participants will understand the meaning of inclusion.

In this activity, the facilitator will show the videos *Inclusion* and *Inclusive Mindset-- Ability Links* to all participants, and then he/she will ask the participants what they think about inclusion. Everyone will write one sentence about what inclusion means to them on one big paper with different colours; then, they can share the ideas. After this, the facilitator will ask them about their feelings if they are put in two situations: One is you are included in an activity; how do you feel? Another one is you are excluded from the activity; then how do you feel? The participants will write their answers on the other paper. Next, they will compare the two feelings to understand how important it is to be included.

**Activity 2** Duration: 40 min.

*Learning objective:* Participants will understand the core values of IE.

In this activity, the facilitator will provide participants the prepared “core values of inclusive education” manuals and the class will study it together. The facilitator will ask everyone to share their thoughts about each point of the core values of IE and come up with some solutions to the current problems that do not manifest the core values of inclusiveness. The facilitator will keep records and display it on the board so everybody can see it and reflect on it.

**Activity 3** Duration: 50 min.

*Learning objective:* Participants will understand the benefits of IE.
In this activity, participants are grouped into teams to find out the benefits of IE by researching the topic on computers. Next, each team will report their findings and have a discussion; the facilitator will display the results on board.

**Activity 4** Duration: 50 min.

**Learning objective:** Participants discuss how to implement an inclusive mindset in class.

In this activity, the facilitator will ask the participants to reflect on their past teaching experiences and think about whether their teaching practices manifested the idea of inclusiveness. Participants will also think about what measures they should take for a change so that their teaching practice will manifest the inclusive mindset and all students will benefit from it. Furthermore, the participants will be asked to consider what difficulties and challenges they may meet in the future when they implement inclusiveness. The facilitator will give them the following form to help guide their thoughts and solutions. After that, all participants will share and discuss their reflections.

<table>
<thead>
<tr>
<th>My prior teaching ways</th>
<th>Difficulties &amp; Challenges to implement inclusiveness in class</th>
<th>Changes &amp; solutions</th>
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**Results:** Participants will share their opinions about IE and set up some steps that they can use when they facilitate IE in their future teaching, and prepare some solutions for implementing an inclusive mindset in teaching when they come across the barriers and difficulties so that they know how to solve them.

**Section 2: Humorous Classroom Climate in and How to Use Them Appropriately for Inclusive Education.**

**Outline:** This section encompasses four parts exploring how humour is related to IE.

**Aim:** Participants will be introduced to different types of humour and know how to use humour to create a classroom climate that helps foster inclusivity.

**Required materials:** *How to Be Funny – Easily Visualized* (video; 7 min 48 sec), “Using Humour to Create a Positive Learning Environment” (article), “Implications of Using Humour in the Classroom” (article), computers, white-board, markers, papers, pens.

**Duration:** 3 hours.

**Activity 1** Duration: 50 mins.

**Learning objective:** Participants will explore different types of humour.

In this activity, the facilitator will show a video, *How to Be Funny* to the participants. After the video, the facilitator will ask the participants some specific questions: How many kinds
of humour have been displayed in the video? What kind of joke would you like to use when you are going to create a humorous climate in the classroom? What should you be careful about when you use humour? Also, the facilitator will write the different types of humour on the board, and each participant will give his/her opinion on each type of humour and discuss whether that humour is appropriate for use in the classroom.

**Activity 2** Duration: 50 mins.

*Learning objective:* Participants will know how to use humour appropriately.

The theme of this activity is “how to use humour.” The facilitator will ask the participants to think about and reflect on their earlier teaching practice when they were using humour in their class by exploring the following two questions: Was the humour I was using positively support students’ learning? Was there some humour I used that negatively hurt or discouraged students? Then, the facilitator will ask the participants to keep these questions in mind while they read the two parts, “How innocent is humour?” and “Education and training for and through humour,” which are selected from the article, “Implication of using humour in the classroom.” From these readings, participants will answer these questions: 1) What should I be aware of when using humour in the classroom? 2) What should be avoided when I choose to use humour in classroom? and 3) How can I use humour appropriately? The facilitator will give the participants 20 minutes to read and think about the questions, and 10 minutes to discuss with each other. Afterwards, each person will share his/her views on how to use humour appropriately, and the facilitator will keep records on the board.

**Activity 3** Duration: 30 mins.

*Learning objective:* Participants will understand how humour can make the class more inclusive.
In this activity, the facilitator will first use a brainstorming method to ask the participants: What can be bought when the teacher uses humour positively in the classroom? In other words, what benefits can students get when good humour is used by teachers when they facilitate the teaching? Then, each participant will share his/her idea; the facilitator will keep records on the board. After that, the facilitator will ask them to read “Benefits of Using Humour” in the article “Using Humour to Create a Positive Learning Environment” and discuss and share their thoughts on the readings.

Activity 4 Duration: 50 mins.

Learning objective: Participants will learn to select suitable materials to facilitate humour in class and include everyone.

In this activity, the facilitator will divide the participants into small groups and ask each group to discuss what materials or ways they may use in their class to create a humorous atmosphere so that every student can more successfully be included in learning. Participants will brainstorm ideas and discuss the pros and cons related to inclusive education’s core values. In the end, they will share their discussions and thoughts together.

Results: Participants will know the different kinds of humour, the advantage that humour can contribute in IE, and what teachers should be aware of, and avoid, when they use humour.

Section 3: Understanding Multiple Intelligences (MI) and Weaving MI into Teaching

Outline: This section encompasses the four main ideas of MI and outlines four activities designed to understand MI and how to use it.
**Aim:** Participants will understand the conceptions of MI and weave the multiple intelligences theory into facilitating IE.

**Required materials:** *Eight Intelligences- Theory of Multiple Intelligences Explained- Dr. Howard Gardner* (video; 4 min 15 secs), *Book: Multiple Intelligences in the Classroom* by Armstrong Thomas, chapter 3, and Appendix A, Standards-Based MI Lesson Ideas.

**Duration:** 3 hours.

**Activity 1.** Duration: 40 minutes.

**Learning objective:** Participants will understand the eight intelligences.

This first activity is “What intelligence do I have?” The facilitator will ask all the participants to sit in a circle and give them five minutes to think independently about their intelligences and another 15 minutes to share their answers. Then, the facilitator will sum up their key intelligences from their discussion and share by writing on the board. After that, participants will watch the video, *Eight Intelligences – Theory of Multiple Intelligences*, which can give participants a clearer sense of what MI are and what the different intelligences can serve. In the end, the facilitator will give out copies of the prepared sheets of MI manuals to each participant and let them go through it. The facilitator will make a conclusion about this activity’s theme.

**Activity 2:** Duration: 40 minutes.
Learning objective: Participants will identify and acknowledge their students’ intelligences.

In this activity, the facilitator will ask the participants to recall the eight intelligences they learned in the last activity, and what kind of intelligences their students have shown in their classes according to the forms of MI. Then, the facilitator will let them write down on the paper and ask the participants three questions: 1) How much do I know about multiple intelligences? 2) Can I recognize and acknowledge the students’ multiple intelligences? and 3) Can I help them with their multiple intelligences to achieve their potentials? The participants will discuss their views and share with each other.

Activity 3: Duration: 50 minutes.

Learning objective: Participants will learn to weave the multiple intelligences theory into each student’s learning to achieve inclusivity in teaching.

In this activity, the facilitator will group the participants by their different strengths according to multiple intelligences; each group stands for one of the multiple intelligences. One of the volunteer participants will play the role of teacher, and the rest of the people in the group will play the role of students. The teacher will then teach the students on the same topic with a single teaching strategy for all students. Thus, depending on which intelligence the students have been assigned, they may or may not understand the lesson that the teacher facilitates. This may cause students a lot of passive emotions, such as misunderstanding, frustration, tension, worries, no interest or confidence, or feeling excluded. Afterwards, the facilitator will ask the participants’ feelings about their learning experiences of the activity. The following questions will guide the discussion:
1) How do they feel when their intelligences cannot work on the learning that the teacher facilitates?

2) How could a teacher weave the multiple intelligences throughout the lesson so that it can meet the students’ learning and needs?

**Result:** After the discussion, the ideas will be displayed on the board. The facilitator and the participants will conclude what they have learned through this activity.

**Activity 4: Duration:** 50 minutes.

**Learning objective:** Participants will learn to use multiple intelligences to teach students.

In this activity, several examples of standards-based MI lesson ideas will be introduced to participants first, as shown below:

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Word Smart</strong></td>
<td>Read students a story, then ask them to share ideas of what they think the central message or lesson is.</td>
</tr>
<tr>
<td><strong>Number/Logic Smart</strong></td>
<td>Read students a math word problem, ask them to determine the solution, and then discuss whether the answer is the central message or lesson of the “story.”</td>
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<tr>
<td><strong>Picture Smart</strong></td>
<td>Have student tell a story by drawing pictures on a storyboard. Then ask them to draw a picture of the central message or lesson on a separate sheet and explain it to the class.</td>
</tr>
<tr>
<td><strong>Body Smart</strong></td>
<td>Put on a play based on a story. Then, after the play, ask individual students to act out the central message or lesson.</td>
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</table>
All participants will study the given example and discuss their ideas about it. Then, the facilitator will divide the participants into several groups, and give them a subject, a big piece of paper, and 15 minutes. The group will then create a lesson plan by using the standards-based MI ideas as a reference. After that, the facilitator will stick the lesson plans on the wall so that everybody can see them. Then, all the participants will look for commonalties and differences between the lesson plans and give suggestions of how to improve the lesson plans.

**Results:** The participants will observe each student’s intelligences in their class, keep a notebook for recording the observations of the students, and make their own standard-based MI lesson for students.

**Section 4: Assessment for Inclusiveness.**

**Outline:** This section encompasses the four main ideas with four activities designed individually to achieve the goal -- Assessment for Inclusiveness, as shown below:

| **Music Smart** | Sing a song that tells a story. Then, together as a class, and using the music from the song, add lyrics that tell the central message or lesson. |
| **People Smart** | Ask the class to form a circle and then read them a story. Then, select students one at a time to go into the center of the circle and tell what they think is the central message or lesson. |
| **Self Smart** | Ask students to make up their own stories based on personal experiences, then have them share the central message or lesson. |
| **Nature Smart** | Read an animal fable, then ask students to share the moral (e.g., the central message or lesson). |

*Figure 2. Multiple intelligences in the classroom. Adapted from Armstrong (2017).*
**Aim:** Participants will understand the purpose of assessment, know different types of assessment, learn to adjust students’ assessment towards IE implementation, assess students’ learning, and adjust their teaching to reflect an inclusive mindset.


**Duration:** 3 hours.

**Activity 1** Duration: 40 min.

**Learning objective:** Participants will explore the purpose of assessment.

In this activity, the facilitator will ask the question: For what reason do you assess your students’ learning? Participants will discuss the question for 15 mins and then give out their thoughts. Next, the facilitator will show the video *Purpose of Assessment* to the participants and then ask them to discuss the purpose of assessment again, to see what new ideas come up in their discussion, and then make a comparison with the prior one. The facilitator will make a conclusion from participants’ answers.
Activity 2  Duration: 50 mins.

*Learning objective:* Participants will know different kinds of assessments that they can use to assess students’ learning with diverse needs to help each child in the learning process.

In this activity, the facilitator will ask the participants how many assessment strategies they know to assess students’ learning, and what kind of assessment they use frequently and why. All the participants will be given five minutes to think and reflect, and then they will share their opinions. After that, the facilitator will divide the participants into four groups and give each participant the article, “An Assessment Framework for Inclusive Education: Integrating Assessment Approaches,” with 20 minutes to read it. Next, participants will discuss the reading and fill out the following form, pointing out what they think is most important. After this, the facilitator will show two videos about assessment: *Formative Assessments: Why, When & Top 5 Examples* and *Summative Assessment: Overview & Examples*. All the participants will share one point about the assessment that they learned in this activity.

<table>
<thead>
<tr>
<th>Types of assessments</th>
<th>Advantages</th>
<th>Disadvantages</th>
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<td>Formal Assessment</td>
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<td>Informal Assessment</td>
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<td>Summative Assessment</td>
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<td>Formative Assessment</td>
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<td>Normative Assessment</td>
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<td>Criterion-referenced Assessment</td>
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<td>Self-Assessment</td>
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**Activity 3** Duration: 40 min.

*Learning objective:* Participants will learn to adjust students’ assessment towards IE.

In this activity, since the participants already know the different types of assessment with different advantage and disadvantages, the facilitator will ask them to discuss these questions: 1) What would you expect an inclusive assessment to have? 2) What would you do to make an adjustment to the different types of assessment so that inclusiveness in education can be achieved? After answering these two questions individually, the participants will discuss with group members and finish the following form:

<table>
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<th>Characteristics of an Inclusive Assessment</th>
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<table>
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<tr>
<th>Current Student Assessment Main Features</th>
<th>Possible Changes towards Great Inclusion</th>
<th>Conditions/ Actions Needed</th>
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Figure 3. Worksheet: Characteristics of an inclusive assessment. Adapted from UNESCO & IBE (2017).

**Activity 4** Duration: 50 mins.

**Learning objective:** Participants will apply inclusive assessment to students’ learning and reflect their teaching and assessing.

In this activity, the facilitator will divide the participants into four groups and assign to each group a student who has a type of learning inclination and intelligence different from others. Then the group members design the process of assessment for the student’s learning. In the end, they will share and give out the reasons why the assessment they designed can meet the student’s needs; meanwhile, other members can add their suggestions to that assessment design. At last, each participant will report what they have learned in this activity and reflect what they should pay attention to when they are going to assess the students.

**Result:** Participants will reflect on what they learned about the assessment and avoid using a single way to assess the students’ learning, and try to adjust the students’ assessment more inclusively.
Chapter 5: Summary and Conclusion

Summary

This study discusses IE and the ways for Chinese teachers to facilitate it in the Chinese context. Katz (2013) claimed that IE encompasses creating learning communities that include everybody and not separating students from their different abilities. Because of China’s unique historical-cultural background and the profound influence of Confucianism, IE theories are not well developed or used in the Chinese education system. Chinese education methodologies are inherited from earlier times. The test-oriented method predominates, which leads some students to be marginalized for the most part just because of their weakness in academic study. Thus, implementing IE is urgent in Chinese mainstream classrooms. I hope educators can realize and act on this.

IE is a mindset that includes various approaches for educators to explore and develop. In this study, each chapter introduced different aspects of information about IE. Chapter one is the introduction of the topic. Chapter two is a review of literature related to IE, which provided the background and rationale for the need of inclusiveness in the Chinese context. The third chapter is the bridge for chapter four, which was the design of four main workshops with varying activities. The last chapter is a summary of the thesis and ideas for my future research.

Thoughts about the Study

When I was working on these workshops, I reflected extensively on my past teaching practices in both a Chinese elementary public school and an international school. When I worked for a public school, teachers had to obey the school leaders and the government-designed curricula when teaching. I think that by giving teachers some new ways to look at teaching, these workshops can make their lessons more interesting and fun, and can let both sides—teachers and
students—better enjoy the process of teaching and learning. I think it is good to try to use the IE mentality in teaching because it may increase the possibility for students to master what they need to learn.

Also, I think educators must change internally from their mindsets, and it is imperative for teachers to understand IE and receive professional training. IE requires educators to have the competency of being critical and reflective when they are working on IE and trying to include every student to make sure that they are offering students a good quality education. Teachers are the people who know and understand the needs of students during the learning process, and they are the people who are best positioned to turn the inclusive learning model into a reality so that it benefits all the students.

**Limitation of this Study**

I embarked on this study of IE because I experienced the learning and teaching in Chinese general classrooms; teachers paid more attention to those students who could score highly, and those who could not would be dismissed. This is unfair to the ones who are neglected because of poor grades, and a waste of a great amount of potential. This study targeted teachers as the main agents to conduct IE; however, I assumed that the teachers all want to change and implement IE for all the students. But the reality is that Chinese classrooms are overpopulated, and this causes too much work for teachers. They experience high pressure from tests and parents; thus, another problem could be finding a way to convince the overworked teachers to adopt the inclusive mindset and implement IE more effectively. This task involves challenges that may be solved in several ways, such as offering the teachers more assistance when they are working, providing some relaxation programs for them to reduce the tension from their work, and building more collaborative relationships between teachers. Furthermore, inclusive
assessment would be difficult to incorporate in Chinese teaching practice because of the focus on preparing for the national university entrance exam, for which I did not provide a solution to make inclusive assessment work not only for IE, but also to serve the students’ academic study while incorporating inclusive assessment to make both happen at the same time.

Additionally, I neglected to consider making the whole school inclusive, not just individual classrooms. If teachers make their own classes inclusive, but it cannot be extended to the rest of the school, then IE will still not be fully achieved. It should take into consideration all the different parts of the school, including the administration, teaching faculty, and parents’ union, and that way, the different parts can work collaboratively to create an inclusive learning community.

**Further Research**

In the future, I would like to conduct more research to discover how teachers can incorporate the IE mindset in a large class. For example, how to divide the students into groups without labelling them by different abilities or strengths and how Chinese teachers combine the traditional assessment and inclusive assessment together to better serve students. In addition, I would like to conduct more research on how schools incorporate parents, the community, and different parts of society to work together to implement inclusivity. I believe that people in the community and society are allies, not enemies. Schools can invite parents or other professionals to the classrooms to give a talk, show, discussion, or work on a project with students together, let them share time, and create something together. With their participation, everyone can feel a sense of being included and welcomed (Katz, 2103). These three aspects will guide my further research in the future.

**Conclusion**
Chinese teachers who implement IE in their classrooms will see that they can provide students more opportunities and offer multiple choices for their learning. The role of the teacher in an inclusive classroom will shift from authoritarian to facilitator because students can be their own learning masters. IE can make a difference to Chinese traditional education; it can inject new blood into Chinese education. It will contribute greatly to both teachers’ and students’ growth and development. Implementation of IE will encourage students to take the initiative to join learning. Students’ engagement in learning activities will increase as teachers foster a more inclusive climate. IE also means both students’ social and academic development are included. The more engaged the students are, the higher grades they will get, and they are more likely to get more education. Many positive results can be yielded when teachers incorporate IE in their classrooms. Students will benefit from IE deeply when Chinese teachers adopt the inclusive mindset, use humour to lighten the classroom atmosphere, acknowledge multiple intelligences, and use various methods of assessment, for this will make their classrooms truly inclusive.
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