

# Ondersteuning in het onderwijs, wat werkt?

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# Overzicht van deze lezing

- 1. Niets is beter voor de praktijk dan het hebben en inzetten van een goed theoretisch kader
- 2. over adhococracy en het anders nadenken over expertise
- 3. Evidence based werken?
- 4. Werken met goede praktijken?
- 5. overleg & discussie

- Niets is beter voor de praktijk dan het hebben en inzetten van een goed theoretisch kader

# 1. NIETS IS BETER VOOR DE PRAKTIJK DAN HET HEBBEN EN INZETTEN VAN EEN GOED THEORETISCH KADER

- Een kader dat als antwoord op kritiekpunten ten aanzien van oorspronkelijk gelijkheidsdenken werd ontwikkeld, is **het substantieel gelijkheidsmodel (substantive equality)** van Fredman 2016.
- Sandra Fredman (2016), Substantive equality revisited, *International Journal on Constitutional Law*, vol 14 (3), 712-738

# Fredman (2016), Substantive Equality : vier kernelementen

- **1. (redressing dis-advantages)** → benadeelde posities van specifieke groepen definiëren en aanpakken: méér dan financiële aspecten, ook machtsverschillen – power structures - (link naar Foucault) én het gehinderd worden bij het nastreven van dromen – to pursue one's own valued choices - (link naar Amartya Sen & Martha Nussbaum)

Fredman (2016), Substantive Equality : vier kernelementen

- **2. (redressing stigma, stereotyping and humiliation)** → heeft te maken met 'basic humanity' en RECOGNITION → refers to the central importance of inter-personal affirmation to our sense of who we are.... → dit biedt kansen om van het individuele model (om naar beperkingen te kijken) over te stappen naar sociale/interactionele perspectieven

Fredman (2016), Substantive Equality : vier kernelementen

- **3. (the participative dimension: social inclusion and political voice)** → hier wordt vooral ingegaan op twee aspecten van participatie: het politiek participeren + belonging/the importance of community. Het gaat dus om méér dan het wegwerken van structurele barrières; er zal ook actief moeten ingegrepen worden om de participatie van mensen te ondersteunen en comfortabel te maken

Fredman (2016), Substantive Equality : vier kernelementen

- 4. substance equality recognizes that certain characteristics of a person (e.g. Impairment) can be valued aspects of someone's identity → **transformative actions: structural AND individual** → opening naar individuele redelijke aanpassingen naast UDL/structurele acties.



- over adhococracy en het anders nadenken over expertise

## 2. OVER ADHOCRACY EN HET ANDERS NADENKEN OVER EXPERTISE

- Skrtic (in 1991 already) argues that the bureaucratic school organizational structure and specialized professional culture are inappropriate forms to fulfill our social goals of educational excellence and equity. In their place, Skrtic proposes an alternative school organizational structure and professional culture, which he terms "adhocracy." He argues that this form, which stresses collaboration and active problem solving, would provide all students with schooling that is both excellent and equitable, and thus prepare today's youth for the challenges and requirements of the post-industrial era of the coming twenty-first century.

## 2. OVER ADHOCRACY EN HET ANDERS NADENKEN OVER EXPERTISE

(Gil Eyal, 2013, For a sociology of expertise: the social origins of the autism epidemic, AJS, 118 (4), 863-907)

Origins of the Autism Epidemic

TABLE 1  
DIMENSIONS OF THE CONTRAST BETWEEN THE SOCIOLOGY OF EXPERTISE AND THE  
SOCIOLOGY OF PROFESSIONS

	Sociology of Professions	Sociology of Expertise
Scope	Limited to professions and would-be professions	Inclusive of all who can make viable claims to expertise
Mode of analysis	Expertise reducible to the experts' interests and worldviews	Experts and expertise distinguished as two different modes of analysis
What is privileged?	Organizational and institutional form: credentialing, licensing, association, etc.	What experts actually do. The capacity to perform a task better and faster than others
Question	Jurisdiction: who has control over a task?	What does it take to accomplish a task?
Mode of historical investigation and narration	How local differences are yoked together into a jurisdictional boundary	How complementarities are assembled into an apparatus that produces expert statements/performances
What is expertise?	Attribution, a formal quality reducible to actors' interests	A network connecting together actors, devices, concepts, and institutional and spatial arrangements
Abstraction	The most distinctive characteristic of professions is their possession of esoteric, abstract, decontextualized knowledge	Abstraction is shorthand for a chain of practical transcriptions. Different forms of expertise abstract differently, because their chains are different
Account of power	Maximal monopoly and optimal autonomy	Dynamic interdependence between monopoly, autonomy, generosity, and coproduction

- Evidence based werken?

### 3. Evidence based werken over schoolniveau's heen: peer tutoring –mentoring - ...werkt

- Peer tutoring can:
  - - be an effective strategy/intervention for including children/students with special needs
  - - have a positive effect on all pupils/students
  - - be effective if teachers/docents: know which specific programme they are following + have access to material/resource persons...

### 3. Evidence based werken over schoolniveau's heen: peer tutoring –mentoring - ...werkt

- Mentoren: méér empathie, betere communicatie, betere organisatie, kunnen beter beslissingen nemen, worden beter in teamwork
- De school/instituut bouwt aan 'een community' , een groter gevoel van 'belonging'
- Men reduceert de afhankelijkheid van de leerkracht/de docent
- Mentoren en mentees/tutores en tutees verwerven meer vertrouwen, zijn meer zelfbewust, kunnen beter reflecteren
- Alle partijen krijgen een beter inzicht in de inhoud en waarrond gewerkt wordt
- Het academische en het sociale wordt meer geïntegreerd

### 3. Evidence based werken over schoolniveau's heen: peer tutoring –mentoring - ...werkt

- Cushing, Lisa Sharon; Kennedy, Craig H; Shukla, Smita; Davis, Jo; Meyer, Kim A (1997) Disentangling the Effects of Curricular Revision and Social Grouping within Cooperative Learning Arrangements. *Focus on Autism and Other Developmental Disabilities*, 12(4), 231-240.
- Fuchs, Douglas (1997) Peer-Assisted Learning Strategies: Making Classrooms More Responsive to Diversity. *American Educational Research Journal*, 34(1), 174-206.
- Mastropieri, Margo A.; Scruggs, Thomas E.; Norland, Jennifer J.; Berkeley, Sheri; McDuffie, Kimberly; Tornquist, Elizabeth Halloran; Connors, Nicole (2006) Differentiated Curriculum Enhancement in Inclusive Middle School Science: Effects on Classroom and High-Stakes Tests. *Journal of Special Education*, 40(3), 130–137.
- Nind M, Wearmouth J with Collins J, Hall K, Rix J, Sheehy K (2004) A systematic review of pedagogical approaches that can effectively include children with special educational needs in mainstream classrooms with a particular focus on peer group interactive approaches. In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education.

# Evidence based werken over schoolniveau's heen: peer tutoring –mentoring - ...werkt

- Campbell, T. A., & Campbell, D. E. (1997). Faculty/student mentor program: Effects on academic performance and retention. *Research in Higher Education*, 38, 727-742.
- Colvin, J.W. & Ashman M. (2010), Roles, Risks, and Benefits of Peer Mentoring Relationships in Higher Education, *Mentoring & Tutoring: Partnership in Learning* ,Vol. 18, No. 2, 121–134
- Alison Fox & Lorna Stevenson (2007) Exploring the effectiveness of peer mentoring of accounting and finance students in higher education, *Accounting Education*, 15:2, 189-202
- Tenenbaum, H. R., Crosby, F. J., & Gliner, M. D. (2001). Mentoring relationships in graduate school. *Journal of Vocational Behavior*, 59(3), 326-341.



# 3. Evidence based werken over schoolniveau's heen: UDL

Richtlijnen voor Universal Design for Learning (UDL)*			
PRINCIPES	WAAROM?	WAT?	HOE?
	I. Verschillende mogelijkheden voor betrokkenheid en engagement creëren	II. Informatie op verschillende manieren aanbieden	III. Verschillende mogelijkheden tot actie en expressie voorzien
RICHTLIJNEN	1 Op verschillende manieren interesse opwekken	4 Verschillende zintuigen aanspreken	7 Verschillende opties voor fysieke verwerking aanbieden
	2 Inzet en doorzettingsvermogen stimuleren	5 Structuur bieden en verduidelijken	8 Verschillende opties voor expressie en communicatie voorzien
	3 Het inschatten en bijsturen van het leerproces ondersteunen	6 Inzicht bevorderen	9 Het opstellen van doelen, plannen en strategieën ondersteunen
DOELEN	Gemotiveerde, doelbewuste leerling	Vindingrijke, goed geïnformeerde leerling	Strategische, doelgerichte leerling

\* CAST, 2015; Handicap + Studie, 2014; SIHQ, 2013 - Meirsschaut, Monsecour en Willsens, 2015

# 3. Evidence based werken over schoolniveau's heen: UDL → werkt?

- Min Wook Ok, Kavita Rao, Brian R. Bryant & Dennis McDougall (2016) Universal Design for Learning in Pre-K to Grade 12 Classrooms: A Systematic Review of Research, *Exceptionality*, 25:2, 116-138, DOI: [10.1080/09362835.2016.1196450](https://doi.org/10.1080/09362835.2016.1196450)
- Some researchers have characterized Universal Design for Learning (UDL) as a promising framework to provide diverse students with access to the general education curriculum, but to what extent and how have UDL-based interventions fulfilled that promise? The purpose of this review was to analyze studies that investigated impacts of UDL-based instruction on academic and social outcomes for pre-K to grade 12 students. For the 13 studies that qualified for our review, we analyzed how researchers applied UDL principles as well as outcomes and efficacy of UDL-based interventions. **Results of this analysis suggest that overall, UDL-based instruction has the potential to increase engagement and access to general education curriculum for students with disabilities, and improve students' academic and social outcomes. However, we found mixed results; the efficacy of UDL-based interventions varied considerably within and across many studies, with effect sizes ranging from small to large. In addition, we found that although authors noted that their interventions were UDL-based, there was considerable variance in how authors reported connections between specific UDL guidelines and components of their interventions.**

### 3. Evidence based werken over schoolniveau's heen: UDL → werkt?

- Matthew James Capp (2017) The effectiveness of universal design for learning: a meta-analysis of literature between 2013 and 2016, International Journal of Inclusive Education, 21:8, 791-807, DOI: 10.1080/13603116.2017.1325074
- **The results of this meta-analysis support the claims made by the Center for Applied Special Technology regarding the effectiveness of UDL in improving the learning process for all students.** By providing all students with multiple ways of accessing knowledge and multiple ways of demonstrating their knowledge and skills, classroom teachers should give their students the greatest chance at educational success. Implementation of the principles, guidelines, and checkpoints of UDL had a positive Effect Size in all studies, except the study conducted by King-Sears et al. (2015). **Although this study supports the hypothesis that UDL is effective at improving the learning process for all students, these results may have occurred because of the limited availability of empirical evidence involving a pre- and post-test methodology. Future research is needed to further examine its impact on the learning process, as well as the primary and secondary educational outcomes that result from its implementation.**

- Werken met goede praktijken?

## 4. Werken met goede praktijken??

- Bron → <http://icto.humanities.uva.nl/wp-content/uploads/2018/01/19122917-Handreiking-Activerende-Werkvormen-en-BL.pdf>
- O.a. Peer feedback - team based learning – werken met kennisclips – brainstormen/mind mappen – elevator pitch – intervisie – werken met job aids – rollenspelen – zelf reflectie instrument/journal

- Tijd voor overleg en discussie??

Statement of Cologon (Inclusion in Education , towards equality for students with disability. Issues paper written with Children with Disabilities Australia )

- “Ableism is deeply and subliminally embedded within the culture.” Like racism or sexism, ableism leads to devaluing of people who experience disability. In turn this belief in the superiority of people who are not labelled disabled results in discrimination, abusive behaviour and exclusion of people who experience disability. Ableism is easily absorbed uncritically as we demonstrate to children, through micro and macro exclusion that some people are ‘others’ and thus create a sub-class of ‘disabled’. This social oppression impacts negatively on the “psycho-emotional well-being of people categorised as ‘impaired’ by those deemed ‘normal’”.

# Ondersteuning en ableism??(statement of Cologon)

- At the core of ableist thinking is the belief “that impairment (irrespective of ‘type’) is inherently negative which should, if the opportunity presents itself, be ameliorated, cured or indeed eliminated”. (Campbell, 2008)  
Ableist thinking results in a view of disability as a tragic within-person difference and creates an understanding of some people as ‘normal’ compared to a less ideal ‘other’.(Leiter, 2007)This notion of a ‘normal’ child is central to exclusionary approaches to education, in which all children are compared to a mythical ‘normal’ child and frequently found (or pathologised as) ‘lacking’ (Baglieri et al, 2011) Therefore the focus becomes about ‘fixing’ or ‘curing’ a person (or preventing existence), rather than recognising that as humans we are all unique and impairment is simply one aspect of human diversity.



# Ondersteuning en ableism?? (statement of Cologon)

- Acceptance of the notion that children can be excluded from mainstream education because they are labelled disabled “amounts to institutional discrimination” and is an example of ableist views playing out in practice. Research provides evidence that, even for those who view inclusive education as optimal for all children, “interpretations of ‘all’ rendered certain students inappropriate candidates”. This preparedness to exclude children based on categories or labels of disability demonstrates ableist discrimination at the individual level.