EVALUATION ON THE EFFECTS OF USE OF THE INSTRUCTIONAL TECHNILOGIES AND MATERIALS ON INCLUSION STUDENTS' SUCCESS IN THE INCLUSIVE CLASSROOMS DURING EDUCATION-TRAINING PROCESS FROM PERSPECTIVE OF TEACHERS

SerdalDeniz[1] , Hakan Sarı[2]

Special Education Department, Ahmet Kelesoglu Educational Faculty, Necmettin Erbakan University, Meram/KONYA, TURKEY
serdaldeniz1@gmail.com[1] ; hakansari@gmail.com[2]

ABSTRACT

The requirement of the special students' education in the least restrictive environment have become important increasingly. At the beginning of the least restrictive environments inclusion practices should be taken into view. In Turkey, special students are placed in inclusion practices according to the fulltime or part-time and they are placed to the special education classes according to their educational performances. Teachers need various instructional technologies and materials for education of students with special educational needs. Instructional materials are the tools that are presented to the students in different time and environments by teachers (Kaya, 2005).. It is known that the teachers use written materials, pictures and diagrams, overhead projects, types, video cassettes, Tv programs, computer software and natural person, objects and models during the education period.

The purpose of this research is the assessment on the effects of the inclusion students' success of the material support in the inclusion classes during education period in terms of views of teachers. The research was conducted with 25 teachers who have inclusion students in their classes, in the kindergarten, primary school and secondary school in Konya and in central districts Meram, Selçuk and Karatay. The data in the research were obtained with the semi-structured form developed by the researchers. The obtained data were analyzed with the use of Content Analysis. The data are presented as percentages and frequencies.

The findings obtained from the research results showed that 1) Teachers generally use written materials and computer software in inclusion classes 2) According to the type of handicap there is no different application in usage instructional technologies and materials and 3) They cannot take sufficient help to obtain material 4) It has been concluded that these instructional technologies and materials enhance the attention and motivation of inclusion students and they facilitate learning and ensure the permanence of obtained information.

Keywords: İnclusion, Special educational, Tecnologies and Materials for Effective İnsruction

INTRODUCTION

There have been some major developments in educating individuals with special needs both in the world and Turkey. These individuals' having equal rights with their peers particularly in developed countries has positively contributed to education of them (Sarı,

2004). Although they previously received different educational practices, they may receive education with their peers recently. Requirement that students with special needs receive education with their peers in the least limiting environment has gained importance gradually. The leading least limiting environment is inclusive practices. Inclusion is participation of individuals with special needs in education-training together with their peers upon the provision of required support services (Kırcaali-iftar, 1992; Kargın, 2004; Gözün and Yıkmış, 2004). In Turkey, students with special needs are placed in full-time, part-time inclusive practices and special education classrooms according to their educational performance. Teachers need various instructional technologies and materials for educating-training students with special needs upon the organization of classrooms.

Instructional materials are delivered to students by teachers at different times in different surroundings during the learning process (Kaya, 2005). It is known that teachers use written materials, picture and graphs, overhead projectors, audio cassettes, video cassettes, TV programs, software and real person, realia and models in education-training process. Technological developments are observed to enhance the use of instructional technologies and materials in classrooms. It is also known that use of instructional technologies and materials contributes to eliciting a permanent change in the behavior of students (Şimşek, 1997: Yalın, 2001: Kaya, 2004). Teachers need instructional technologies and materials for easy learning and permanent teaching (Çilenti, 1984: Şimşek, 1997: Yanpar-Şahin and Yıldırım, 1999).

In his study on the use of educational instruments by teachers of students with intellectual disability, Avcıoğlu (2012) has deduced that the use of educational instruments materializes the subjects of the lessons and it visually supports the lessons and it attracts the attention of students and it facilitates the learning and it enhance the success of the students. However Avcıoğlu concludes that teachers cannot get sufficient assistance in the provision of educational instruments. In another study, Atik-Çatak and Tekinarslan (2008) conclude that PowerPoint presentations materialize the subject by enhancing the visual quality and enables students with intellectual disability to learn how to read and write. Given the literature review there are not sufficient researches on the effect of instructional technologies and materials on students with special needs in inclusive classrooms.

Aim

The aim of this research is to evaluate the Effects of Use of the Instructional Technologies and Materials on Inclusion Students' Success in the Inclusive Classrooms during Education-Training Process from Perspective of Teachers. Accordingly, following questions were tried to be responded:

1- Do teachers use different instructional technology and materials according to the type of disability of students in inclusive classrooms?
2- Do teachers use different instructional technology and materials according to lessons?
3- Do teachers receive assistance in provision of instructional technology and materials which they use in the classrooms?
4- Do instructional technology and materials which teachers use in the classrooms contribute to inclusion students?

METHODOLOGY

The research was conducted with 25 teachers who teaches inclusion students in preschools, primary schools and elementary schools in central districts of Konya, namely Meram, Selcuklu and Karatay. Qualitative research method was used. Qualitative research is the collection, analysis and interpretation of various data in order to gain insights into a particular phenomenon of interest. (Gay, Mills and Airasian, (2006).

III.1 *Data Collection*

Interview method was used and data was collected through semi-structured interview form since interview method is known to be one of the most effective data collection methods (Punch, 2005; Geray, 2006; Karasar, 2012). Literature review was carried out while drawing the interview forms up and interview questions were determined accordingly. Opinions of two experts were taken regarding the determined interview questions and the information was revised with another expert of assessment and evaluation. Pilot study was carried out by interviewing with three teachers with the revised questions. Upon the pilot study, five main questions were picked as research questions. Information was obtained from Konya Provincial Directorate for National Education regarding the teachers working in inclusive practices and preliminary interviews were made with the teachers in the determined schools. A total of 28 teachers who were willing to participate in the research were determined during these preliminary interviews. Three teachers could not participate in the research due to miscellaneous reasons. Interviews took 10-15 minutes.

III.2 *Data analysis*

Data which had been collected through semi-structured interview form was analyzed according to content analysis. Upon data analysis, common concepts were determined and results were provided in frequency and percentages.

FINDINGS AND INTERPRETATION

In this section, the effects of instructional technologies and materials on inclusion students' success in inclusive classrooms of 25 interviewed teachers in education-training process are analyzed in tables. Of the interviewed teachers, 12 are female and 13 are male. Of them, 13 are form teachers, 8 are special education teachers and 4 are teachers of other branches. Mainly form teachers and special educations teachers are employed in inclusive practices. Although there are students with different disabilities in inclusive classrooms according to the research, the students with intellectual disability, autism and learning difficulty outnumber.

Table 1.

Instructional technologies and materials used by interviewed teachers in their classrooms

Instructional technologies and materials	f	%
Written materials	26	26
Software	20	20
Picture and graphs	19	19
Video cassettes	15	15
Real person, realia and models	15	15
TV Programs	3	3
Audio cassettes	2	2
Overhead projectors	0	0
Total	100	100

It has been found out that interviewed teachers prefer written materials, software, picture and graphs, video cassettes and real person, realia and models respectively in their classrooms. Although TV Programs and audio cassettes are used partially, findings indicate that overhead projectors are not preferred.

Table 2.

Use of different instructional technologies and materials by interviewed teachers according to type of disability of students in their classrooms

Use of different instructional technologies and materials according to type of disability	F	%
No, I do not use	17	68
Yes, I use	8	32
Total	25	100

It is evident that interviewed teachers do not generally use instructional technologies and materials according to students with different types of disability attending the inclusive classrooms.

Table 3.

Use of different instructional technologies and materials by interviewed teachers according to lessons

Use of different instructional technologies and materials according to lessons	f	%
Yes, I use	16	64
No, I do not use	9	36
Total	25	100

It is seen that majority of interviewed teachers use different instructional technologies and materials according to lessons.

Table 4.

Status of interviewed teachers in getting assistance in the use of instructional technologies and materials in their classrooms

Getting assistance in the use of instructional technologies and materials	f	%

No, I do not get	17	68
Yes, I get	8	32
Total	25	100

It is found out that majority of teachers cannot get assistance in the use of instructional technologies and materials; the ones who get assistance are partially supported by sensitive families and school management.

Table 5.
Effect of instructional technologies and materials used by teachers in the classrooms on inclusion students' success

Effect of instructional technologies and materials on students' success	**f**	**%**
Obtaining information and skills easily	10	40
Permanence of obtained information	8	32
Enhancing the attention and motivation of students	7	28
Total	25	100

Considering the effects of instructional technologies and materials on inclusion students' success, it is found out that they enable the students to obtain information and skills easily, they also ensure the permanence of obtained information and they positively affect attention and motivation of students. The fact that instructional technologies and materials simultaneously address to visual, audial and tactile senses of students may have positive effects thereof.

DISCUSSION

Given the findings of the present research on the effects of use of the instructional technologies and materials on inclusion students' success in the inclusive classrooms during education-training process from perspective of teachers, it has been found out that there are students with different types of disabilities in inclusive classrooms. As can be understood from this finding, individuals with special educational needs are placed according to their educational performance rather than types of disability in Turkey. It has been concluded that teachers intensively use written materials, software, picture and graphs, real person, realia and models and video cassettes in their classrooms. Preference of these materials may be affected by the facilities provided by the Ministry of National Education (MEB). For instance text books, smart board and tablets provided by MEB may affect the preferences of the teachers. It is evident that teachers do not prefer audio cassettes, TV programs and overhead projectors. It may be perceived that these kind of instructional technologies and materials are difficult to use and insufficient in terms of their benefits. Furthermore, teachers do not use different instructional technology and materials according to type of disability of inclusion students however they use different materials and instructional technologies according to lessons. It may be concluded that bigger class sizes and loneliness of teachers in the classrooms decelerate the support of instructional technology and materials required for inclusion students in the classrooms. Furthermore it is clear that teachers cannot get adequate assistance

in the use of instructional technology and materials. This finding is compatible with the literature.

It has been found out that the use of instructional technology and materials enable inclusion students to obtain information and skills easily; they ensure the permanence of obtained information and skills; they also affect the attention and motivation of inclusion students positively. These findings supports the findings of the study by Avcıoğlu (2012) on the use of educational instruments by teachers of intellectually disabled students, which point out that use of educational instruments materializes the subjects of the lessons and it visually supports the lessons and it attracts the attention of students and it facilitates the learning and it enhance the success of the students.

CONCLUSION AND RECOMMENDATIONS

According to the present study, teachers employed in inclusive practices prefer written materials, software, picture and graphs, video cassettes respectively in their classrooms. It has been concluded that these instructional technologies and materials enhance the attention and motivation of inclusion students and they facilitate learning and ensure the permanence of obtained information. Following recommendations may be made in the light of abovementioned findings.

1- The use of different instructional technology and materials according to types of disability of inclusion students may enhance the success of the students in the lessons.
2- Material design units may be established with the cooperation of school-family-teachers for the provision of instructional technology and materials.
3- Further studies may be carried out in order to determine which instructional technologies and materials contribute to educational success of inclusion students more.

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