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## **A Balanced Approach to Experiential Education in Teacher Training: Serving and Learning**

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# A Balanced Approach to Experiential Education in Teacher Training: Serving and Learning

Aida KOCI<sup>1</sup>

## Abstract

*In this paper, I will describe how I designed a meaningful service learning project for students in the course, "Needs Analysis and Course Design"<sup>2</sup>. The preparation of the students, all of whom plan to be future educators, went through 4 steps. The paper will describe the difficulties encountered in monitoring this experience, as well as the outcomes and the rationale for including the service learning project in the NACD course.*

**Keywords:** *Service, Pedagogy, Learning, Special Education, and Planning.*

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<sup>2</sup> NACD course is designed by a French Psychologist Pr. Sandra Bruno with whom I co-taught the course in 2006. This course is offered to undergraduate and graduate students at South Eastern European University, Tetovo, R.Macedonia.

### **Elaboration of the problem**

The Southeast European University is located in an area of Macedonia where there are no special educational programs for students with special needs. There is a Department of “Defectology”[1] in Skopje (Public University of Cyril and Methodius). According to the New Law on higher education from 14.03.2008, [2] people with Special Needs can attend public schools for free; presently, however, none of these schools is physically accessible for such people. Apart from this, another problem that we, the lecturers of the course--Aida Koci and Sandra Bruno, and our students have identified is the lack of knowledge for the people with special needs; there are no places in the community where issues concerning those with special needs’ access to education can be dealt with or a place where people can be informed about their needs or concerns--not only in the community but in the classrooms as well. Our students will be teaching next year and need skills to apply to a variety of situations and learning needs. Therefore, my colleague and I decided that students at the Teacher Training Department at SEEU should become familiar with the particular issues involving the education of people with special needs in order to better facilitate their teaching through service learning projects aimed at accommodating students with special needs in the classroom.

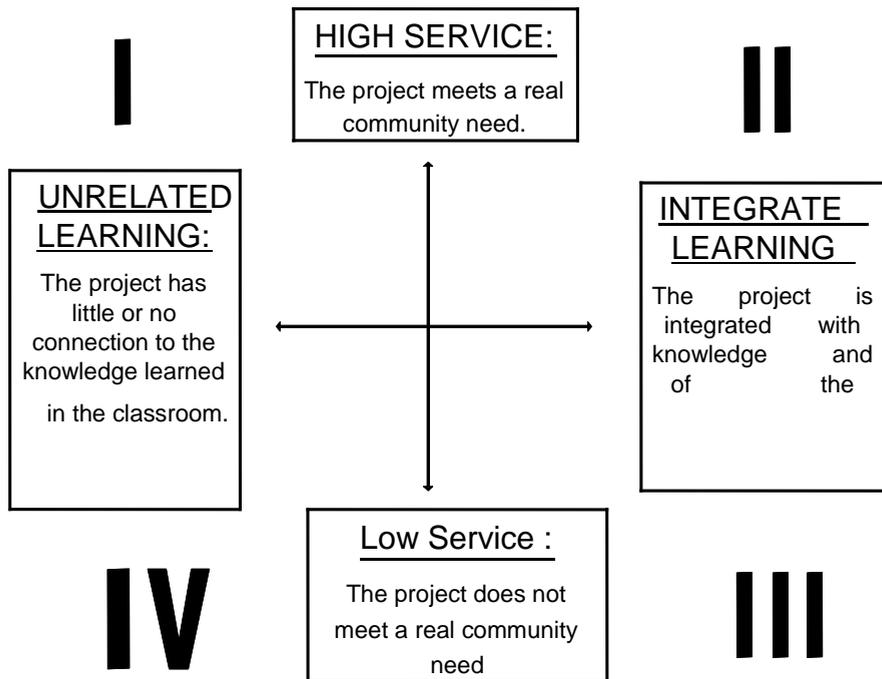
Service learning is a new methodology that attempts to incorporate learning in the class room with the broader community by engaging students in organized projects where they apply skills and knowledge, critical thinking and reflection in order to meet an identified need in their community (Woods, 2002; Russell, 2007; Well & Graber, 2004; Jennings, 2001; Moser, 2005). The idea behind service learning is simple: Teachers include a community service project as part of their lesson plans. Obviously, this helps the community; but surprisingly, it also leads to much better outcomes for students from an educational standpoint as well. Students who partake in service learning projects tend to come away from the experience with a better and more in-depth understanding of the material they learned (Moser, 2005).

The basic components of a service-learning project are:

- 1) The project should meet a need of the broader community

2) The project is integrated with the knowledge and skills taught in the classroom. (Learn & Serve America, 2008)

To make this clearer, look at the following diagram (Anderson, Swick & Yff, 2001):



One of the most important points to consider when implementing a service learning project is classroom integration. Many people think that for a project to be “integrated” with classroom knowledge and skills, it has to use exactly the knowledge obtained in the classroom. The goal of a Service Learning project is to give students a chance to use their knowledge in real-world situations. After university, students will very rarely encounter a situation in which their theoretical knowledge corresponds exactly to the situation facing them. So in order to truly simulate the interaction between a student’s theoretical

knowledge and the “real world,” a Service Learning project should encourage students to use their knowledge in new and unfamiliar ways. These are: preparation in the classroom, activity, output and reflection.

First of all, we start with preparation in the classroom, which introduces the concept of “special needs”[3] to students enrolled in teacher training programs at SEEU[4]. Since there is a lack of experts in education for disabled students, we invite Peace Corps volunteers, and this year we were lucky to have a Fulbright scholar in special education who was more than willing to share her expertise with our students. The experts describe the role of administrators, professionals, and teachers in teaching students with special needs; the definitions of categories of disabilities; teaching strategies for each disability; the definition of Inclusive Education; why Inclusive Education is important; adaptations, ideas and examples; and a model of the American special education system. This takes place in the NACD classes, 1.5 hours for each group (4 groups of 20 students). Then, disabled students from SEEU describe their own educational experiences, their parents’ struggles to be included in the educational system and their friends’ help in enabling them to gain access to it.

On the basis of step 1 & 2, I assign a service learning task or activity to the NACD students. The first option I give students is to write a lesson plan that includes suggested adaptations for students with special needs. I think it is important for our students who are going to be language teachers to learn how they can both accommodate and modify the regular curriculum to meet the needs of the students with disabilities—specifically to enable primary and secondary students to remain in the mainstream. The second option for the final project is to design a brochure highlighting an issue related to special needs in their communities. For example, it could be on “What is Autism” directed towards teachers, or it could be about “Sports and the Physically Disabled” directed towards coaches (Appendix 2).

Students interview teachers in the community about their experiences with students with special needs. Afterwards, they organize the data that they collect from the interviews to help formulate their requests and brochures that will be submitted to decision-makers: for example, directors in the schools, NGOs, the rector of the SEEU etc.

The final step involves student presentations of the output - their findings and brochures from their interviews-- to local teachers, NGOs, etc. where students suggest some concrete changes to improve the everyday living conditions of disabled people, which are aimed at convincing some institutions to implement these decisions. This is also an opportunity for networking among attendees to further work towards the rights of people with special needs in Macedonia. Following the initiatives in the NACD class, the interest for integrating service learning as a positive outcome in students` participation increased . Several projects were undertaken by the US State Department Alumni to improve the conditions of the people with special needs. Together with some professors in other Universities we organized a conference and several workshops about the people with special needs and developed a website where people can get different information about the latest developments in the field of special education in Macedonia, resources, and networking. (<http://www.equalaccess4pws.org/>).

Service learning provides a plethora of networking opportunities for professionals in the region. The synergy that develops between professionals from different fields provides a new perspective in each of the collaborating partners. This year we work on a project on Accessibility for People with Special Needs in Croatia as well. As Skrtic notes “civic professionalism recognizes the professions` responsibility to the community—especially to those most negatively affected by social problems, including the malformation of social institutions like public education”(Skrtic, Horn, Clark 2009: 415).

Giving clear and concise instructions about the activity and the evaluation is paramount for the successful implementation of service learning. Just as I do with any assignment, I evaluate what the students produce in different ways (Appendix 1). Students are expected to write a lesson plan for a general education TEFL classroom. Within the class are three students with three different disabilities. The students at the NACD class develop specific case studies for each of the students, as well as a basic TEFL lesson plan (topic of their choice) including modifications and alternative assessments for the students with special needs. The students should be creative, present a realistic case study, provide modifications of the teaching methodology for three people

with different disabilities in their classroom and be clear and concise in presenting their lesson plan

Anderson, Swick and Yff recommend that “assessment techniques to determine what students learn [by being involved in a service learning project] needs to be dynamic, tailored to the specific service-learning activity, integrated into the activity, and part of the feedback process into the activity itself”( Anderson, Swick and Yff 2001:31). I have both a qualitative assessment of the student’s work, which is explained in appendix 2, and also by keeping a portfolio where they write about the difficulties that they encounter during the fulfillment of the task which they share with the class that is part of their final assignment. Based on students` performance I can say that service learning has proved to be effective in enhancing both the students` academic performance and their civic participation. The great enthusiasm that my students demonstrated in taking part in their service learning projects provides strong support for Anderson, Swift, and Yff’s finding that “ students` motivation for the service learning was an important mediator of the gains found for participation in service learning”(Anderson, Swift, Yff 2001:34)

Many service learning practitioners find that the effectiveness of projects increases when they ask students to reflect on what they learned afterwards. This reflection can take several forms – such as writing in journals or classroom discussions or through artistic expression. For example, one of the students in NACD course produced a film "Look Them Twice," which highlights the lives of two SEEU students with special needs and portrays their educational experiences at the University. This helps education students not only analyze and process information but also helps them continuously assess their project development.

The benefits of the service learning project are four-fold. First, we seek to raise awareness and disseminate information about the needs of the people with special needs; help students to understand and tolerate differences in the classroom, and suggest ways in which they might adjust their teaching methods (identify various kinds of handicaps, analyze the needs associated to the different categories, include the specific needs in their teaching process). Second, this learning process encourages students to suggest possible steps that might be taken in

order to make the learning process of the disabled people easier. Third, the project works to help diminish discrimination against disabled people, especially in education. Finally, and more importantly, students disseminate information that they have found about the current barriers confronting special needs people in the various institutions and situations in the area. Students analyzed how these institutions can improve their physical environment, as well as the services they offer, in order to be better adapted and accessible to people with special needs. Moreover, students learned more about how to make negotiation and initiate changes in the community where they live. By doing this, the students become active participants in the community. Examples of “special needs” that students cover in their service learning project include: learning disability, speech or language impairment, visual impairment etc.

Past participants in the service learning project discovered that:

- there are various different kinds of handicaps, and the categories distinguishing them are not rigid; - dealing with impairment necessitates a significant amount of empathy (which is not the same as pity) to properly deal with affective aspects involved; - it is important to properly behave psychologically toward handicapped persons: listening to their needs, inventing solutions with them, treating handicapped persons as others as much as possible but without neglecting their particularity;
- provide different instruction and materials to meet each student's individual goals;
- to assess students` motivation and engagement with an enhanced understanding of global issues before and after the event;
- to understand and appreciate diverse cultures locally and globally;
- strengthen students` civic responsibility;
- show more respect and tolerance towards diverse groups and individuals in the communities;
- overcome negative stereotypes.

Apart from this, students` participation in the service learning project helped them in learning to learn by themselves: to search for information, listen to others, and to better understand a situation by taking into account various points of view, learning by explaining to others, or getting to know their communities, etc.

With the service learning approach students improve many competencies that will be useful throughout their lives (transferable competencies): Moreover, As Roehlkepartain has shown, young people who participate in service learning tend to have higher grades, better problem-solving skills and more positive civic attitudes and behaviors (Roehlkepartain, 2007).

Character, high ethical sense and sense of citizenship, commitment to reason, time to learn deeply as opposed to shallowly are important values to have. Students` involvement in projects may be an important condition to support deep learning in formal learning. By being involved in projects the engagement level is enhanced and with that higher engagement level deeper learning is happening--both on a basic skills level and on a higher order skills level such as critical thinking, problem solving, creativity, communication and collaboration.

Improvisation, service learning project work and learning a different language are very important skills that learners need to attain. There is no such a thing as a one-size-fits-all solution, which why it is important to have different range of activities in the schools: project based activities; teacher centered learning just to name few. We as educators need to provide more opportunities for students. As Abraham Maslow said:" If the only tool you have is a hammer, you tend to see every problem as a nail.... " (Maslow, 1987:22). All students have the same kind of —self actualization need, which is to complete their studies. The requirements must be the same. Only the conditions needed to meet these requirements should be adapted. Finding the match for a particular person at a particular age increases their ability to communicate, to share a vision, and to work with others. Therefore, By dealing with different important issues, analyzing them, consulting and developing solutions to community problems, the awareness of the relation between personal, regional, national and global effects or consequences are being promoted.

The importance of service learning projects in general, but particularly for our country, shouldn't be underestimated, not least because Macedonia seeks for admission to the European Union. The examination of current politics and issues that communities face through cooperation and inclusion of minority groups is essential to advance our community in these times of globalization.

On a personal level, service learning increases the applicability and decreases the compartmentalization of students' knowledge.

By using service-learning projects, the professor imitates innovative business practices by promoting altruistic behaviors within the context of course activities. The more students are prepared for and know about business practices, the greater their competitive advantage will be in the workplace (Tucker 1998:88-99).

Students in our region do not have many opportunities for this. It was only 2011 that a service learning internship was introduced by law into the higher education system.

Although the opportunity for service learning has many potential benefits – including making students better citizens – one very clear and measurable impact is that it will make them more attractive employees. When young people get involved in their communities, people in these communities have more positive relationships with them and view them as resources and not as problems. It also teaches about diversity and, most important, enables students to empathize with the people who live in their communities and their issues, and it produces “better problem-solving skills and more positive civic attitudes and behaviors” (Roehlkepartain, 2007). It is important to understand that feeling sorry and empathizing are not the same; empathy is the ability to imagine oneself in another's place and understand the other's feelings, desires, ideas and action.

Over half a century ago, Russian scholar Lev Vygotsky made an unforgettable contribution to the field of developmental and cognitive psychology which influenced not only the field of education, but events in the classrooms every day. Unlike Piaget's theory of cognitive development where intellectual development drives

knowledge, Vygotsky contended that knowledge drives intellectual development. In order to go from mastered knowledge to new knowledge, one must go through what Vygotsky calls a "Zone of Proximal Development" (ZPD), which he defines as "the distance between the actual developmental level as determined by independent problem solving, without guided instruction, and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers" (Wells, 2001:52). For Vygotsky learning is a social process that does not happen by itself but instead is facilitated through interaction with others. In the Zone of Proximal Development it is the "other"—an individual skilled in a certain discipline—who pulls the learner along in the search for higher order knowledge. The "other" can be a teacher or a peer who acts as a guide through the ZPD of the learner until new knowledge has been mastered and the learner becomes his or her own teacher.

Another important aspect of the ZPD is called "scaffolding," which refers to actions taken by the "guide" to ensure that the learner can properly navigate through the ZPD. Once a problem is given to students, the teacher must be sure that enough guidance is provided at the start of the task, so that students understand in which direction they should proceed. The teacher has to be very aware of what is happening with the students, so they can start fading away and let the students finish problem solving independently. In the classroom the teacher has to make sure that enough scaffolding is done to assure successful knowledge growth. By using the ZPD the classroom is no longer teacher-centered but becomes student-centered. The students help each other navigate through their ZPD by cooperative and collaborative learning and reciprocal teaching.

Similarly, service learning is a great learning experience during which educators and students work together for the purpose of exchanging experiences through learning about ourselves, others and the rest of the world. While doing this, we develop personally and professionally by advancing our skills to a new degree which will meet the needs of the society.

Adding the inclusion element to the traditional education or blending the teacher-driven with the student-driven education should be as multifaceted as the students that we are educating are. It is important

to have a range of activities in the schools: both project-based activities and teacher-centered learning. Finding the match for any specific person at any age increases their ability to communicate, to share a vision and to work with others. Inclusive education is the best preparation for an integrated life. Teachers should always set high, but attainable, goals for every student, modify instructions for students with different needs, develop alternative assessments when necessary, include respect for differences in his/her pedagogy, and thus fosters interest and curiosity for diversity.

Inclusive education resulting in the ability of people to communicate a broad vision and to motivate others is the direction that all people need to be prepared for. Raising awareness about the needs of communities and better preparing students for success for workplace skills include creativity, innovation, critical thinking, communication, collaboration, contributing to work and society, exercising and developing personal talents, fulfilling civic responsibilities and caring traditions and values forward.

At first, the inclusion of service learning into a college or university curriculum may seem like a lot of extra work for the instructors. During your first project, it probably will be. This is not because service learning is inherently difficult for teachers, however; rather, it is because the inclusion of a new methodology within an educational environment always requires an initial investment of time and energy. However, we should also realize that service learning, once it has been established as a part of a curriculum, has the potential to make life easier for a teacher. The reason is very simple: with service learning, students learn by doing, whereas with traditional classroom techniques, they learn by listening.

Just as service learning helps students achieve higher educational results due to its emphasis on integrating theoretical knowledge and real-world experience. It also helps modern college or university educators by integrating the different parts of their professional lives: *teaching, research, and outreach*.

Many faculty members have three job components: research, teaching, and service (outreach). However, there is an increasing tendency for faculty members to be faced with higher expectations in all of these components. service

learning provides a way to become more efficient and effective by combining efforts on these components. The effort on a service-learning project obviously contributes to our outreach component and, as we have mentioned, we believe it greatly benefits teaching. In addition, a service learning project may also provide research, consulting, and grant opportunities for faculty (Stier, 1997).

## **Conclusion**

In South Eastern Europe, there is a lack of knowledge about people with special needs and a lack of civic engagement. We need to work on building a new agenda for civic participation to reach out to and include marginalized members of our communities. Some of the ways to achieve this are by: critically assessing current government policies, evaluating the ways in which schools support youth participation, and providing a diversity of scholarly activities. Furthermore, one important challenge in increasing professors' motivation to participate in community engagement activities is the academic reward structure. The standards for promotion and tenure give no points to engagement and do not account for the time and effort to produce community-based research compared to other research methods, such as the total number of publications, which is often the unit of measure for academic work. A fundamental step is for institutions to reward those efforts in promotion and tenure reviews that improve the educational institutions' public image, provide equal opportunities, show respect for diverse students' population and work together with the community to solve the societal problems.

This holistic approach offered by service learning projects enables students from various groups to identify, accept, and understand their differences and thus to work together and cooperate on resolving issues that are related to communities they live in. By doing so, they tackle open issues among themselves—for example, ethnic, religious and/or nationalities- based intolerance. Additionally, they can propose and negotiate strategies to overcome those and to become closer and to raise acceptance and tolerance among themselves. In terms of pedagogical outcomes, service learning has proved to be an efficient

method in fostering learners' autonomy and promoting critical thinking skills.

Concern for awareness, inclusion, civic responsibility and values is deeply entrenched in service learning. Building a service learning component into a graduate Teacher Training curriculum to expose students to people with disabilities provides a structure for changing awareness, attitudes, and values through direct contact. For example, findings on student-participation in the service learning project as a part of the students' assignment for the NACD course report positive impacts on attitudes among students working across ethnic boundaries, regional, and people with disabilities. Therefore, continuing this positive practice throughout the upcoming period as an introduction of better integration and acceptance among the youth is highly recommended and welcomed.

Appendix 1- Needs Analyses and Course Design - Final paper  
*How to Accommodate Students with Special Needs*

**Task:** You will imagine you are teaching a general education TEFL classroom. Within the class are three students with three different disabilities. You will develop specific case studies for each of the students, as well as developing a basic TEFL lesson plan (topic of your choice) including modifications and alternative assessments for the students with special needs.

**Criteria for evaluating final paper** - Breakdown in percentage:

- |  |     |
|--|-----|
| 1. Creativity                                  | 10% |
| 2. Realistic case studies                      | 10% |
| 3. Lesson plan and modifications               | 15% |
| 4. Overall organization (clear and consistent) | 5%  |

1. Creativity – your writing is original; you have put thought into your writing; you have added your personal touch. If you use other sources of information state them properly and provide internet website specifically; do not write e.g. [www.google.com](http://www.google.com), be more specific.

2. Realistic case studies – Case studies should be as realistic and detailed as possible. The description of the student should include

- Name, grade-level/age, disability, personality traits, academic ability -2%

- Accurate characteristics of specific disability (as found in PowerPoint from class, or independent research - must be stated in reference section) – 8%

3. Lesson Plan and modifications –

- Lesson plan should be creative and consistent to format used in courses. – 5%

Modifications should be specifically suited to disabilities including any adapted materials needed

- Three to four specific, modifications and alternative assessments per student

– 5-10%

- One to two specific modifications per student – 0-5%

4. Overall organization – The paper should be clear and consistent. Double check your writing, read it out loud to make sure it makes sense.

The paper should be 5-7 pages, 1st page cover page and in the end include a reference section.

#### Appendix 2 - **Assignment:**

Create a 3 or 4 fold brochure in English using Microsoft Publisher highlighting an issue related to Special Needs. For example, it could be on “What is Autism” directed towards teachers –or- it could be about “Sports and the Physically Disabled” directed towards coaches. You pick the topic, but it must be related to Special Needs.

Due: December 14th –Note: If you have any questions while doing the assignment, feel free to email me at [a.koci@seeu.edu.mk](mailto:a.koci@seeu.edu.mk).

**Grading** of brochure will be based on the following categories and percents:

1. Design/Creativity – 10%: The overall design of the brochure will be evaluated. For example, is the brochure appealing to the target audience, are the pictures chosen appropriate for the subject matter, etc (Pictures should be taken by you, not from the internet or any other sources).

2. Grammar – 30%: Spelling, punctuation, word choice and fluency of sentences will be evaluated.

3. Content – 30%: Please state your target audience (teachers, parents, etc), either in your brochure if appropriate, or in the email when

you send it to me. The content will be evaluated to see if the brochure is obvious as to what point it is trying to present. Also it will be looked at to see if it is informative and the information is correct for the topic being presented. The written information should be your own based on your research (research and the written word must be your own), etc.

4. Relativity – 30 %: This is based on how well the final product matches the assignment. For example, is the subject of the submitted work related to special needs, is the final product a brochure; etc.

**Lesson Plan Rubric**

<b>Objectives</b>	<b>Lesson Plan</b>	<b>Assessment Activities</b>	<b>Homework</b>	<b>Materials</b>	<b>Organization and Coherency</b>	<b>Correct Spelling and Grammar</b>
12-15 Objectives are clearly defined, specific, and attainable and appropriate to the lesson.	20-25 Detailed description of the lesson including methods of instruction and activities displaying usgace of multiple intelligences.	20-25 Detailed description of the activities displaying usgace of multiple intelligences.	8-10 Detailed description of the homework activities and related intelligences	4-5 All materials are listed including common materials such as papers, books, or pencils.	8-10 Organization and structure are strong and appropriate to the given task. Logical connections and flow to the assignment.	8-10 None or rare and minor spelling and punctuation mistakes. Appropriate grammar structures that vary between simple and complex with no or few mistakes.
8-11 Objectives may not be clearly defined and	13-19 The lesson methods and activities are described,	13-19 The lesson activities are described, but their	5-7 Homework activities are described, but their	3 All essential, novel materials are listed, but	5-7 Organization and structure are appropriate to	5-7 Some spelling and punctuation mistakes.

specific, or may not be attainable and appropriate to the lesson.	but their relevance to the multiple intelligences is not clear.	relevance to the multiple intelligences is not clear.	relevance to the multiple intelligences is not clear.	common materials such as papers, books, or pencils are missing.	the given task. Some disruption in the flow of the assignment.	Appropriate grammar structures that vary between simple and complex with some mistakes.
4-7 Objectives are not clearly defined and specific, or are not attainable and appropriate to the lesson.	7-12 Lesson methods and activities are not fully described, and do not express relevance to the multiple intelligences.	7-12 Activities are not fully described, and do not express relevance to the multiple intelligences.	3-4 The homework activities are not fully described and do not express relevance to the multiple intelligences.	2 Some essential, novel materials are missing, and common materials are not listed.	3-4 Some organizational problems. The assignment lacks flow.	3-4 Spelling, punctuation, and grammar mistakes interfere with understanding the text. There are few complex grammatical structures.
1-3 Objective are not appropriate to the	1-6 Lesson methods and activities are stated rather	1-6 Activities are stated rather than described	1-2 The homework assignment is merely stated	1 Many necessary materials are not listed.	1-2 Many organizational problems that disrupt the	1-2 There are many spelling, punctuation, and grammar

lesson, and may have elements missing (i.e. not specific, or not defined).	than described and do not discuss the multiple intelligences.	and do not discuss the multiple intelligences.	and does not show relevance to the multiple intelligences.		flow of the assignment and cause difficulty with understanding.	mistakes that make it difficult for the reader to understand.
0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment

**Brochure Rubric**

Content	Design / Creativity	Relativity	Organization and Coherency	Correct Spelling and Grammar
23-30 The content relates to a specific topic. It provides as much information as possible on that topic in a concise way.	20-25 The design of the brochure is eye catching and interesting. It includes many elements of colors, relevant pictures or diagrams and information. It shows creativity.	12-15 All elements and information in the brochure are related to multiple intelligences or special needs.	12-15 Organization and structure are strong and appropriate to the given task. Logical connections and flow to the assignment.	12-15 None or rare and minor spelling and punctuation mistakes. Appropriate grammar structures that vary between simple and complex with no or few mistakes.
15-22 The content relates to a specific topic. Some, but not all important information is included in a concise manner.	13-19 The design of the brochure is interesting. It includes some color, and relevant pictures or diagrams, and information. It shows effort at creativity.	8-11 Most elements are directly related to multiple intelligences or special needs.	8-11 Organization and structure are appropriate to the given task. Some disruption in the flow of the assignment.	8-11 Some spelling and punctuation mistakes. Appropriate grammar structures that vary between simple and complex with some mistakes.
8-14 The content relates to a specific topic, but very little	7-12 The design of the brochure is standard and basic. It	4-7 Few elements are related to multiple intelligences	4-7 Some organizational problems. The assignment	4-7 Spelling, punctuation, and grammar mistakes interfere

information is presented and the topic is not discussed comprehensively.	includes no color, and has few or irrelevant pictures or diagrams to go with the information.	or special needs, while including other topics.	lacks flow.	with understanding the text. There are few complex grammatical structures.
1-7 The content mianders and is not all related to the same topic. There is very little comprehensive coverage of the topic.	1-6 The design of the brochure is standard and basic. There is no color, pictures, or diagrams.	1-3 The brochure is not on the topic of multiple intelligences or special needs.	1-3 Many organizational problems that disrupt the flow of the assignment and cause difficulty with understanding.	1-3 There are many spelling, punctuation, and grammar mistakes that make it difficult for the reader to understand.
0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment	0 Insufficient for assessment

Appendix 3 –

Criteria for Evaluating the Lesson Plan

(Rarely =1, Sometimes=3, Always=5)

I. Objectives

- a) Are the objectives clear and measurable?
- b) Does the lesson plan meet the objectives?
- c) Are the objectives realistic?

II. Procedures

- a) Are there clear transitions between activities?
- b) Are the activities student-centred?
- c) Do the activities encourage the students to think critically, develop skills for learning, and/ or learn at their own pace?

III. Materials, Realia, Creativity

- a) Does the teacher use a variety of activities and teaching methods?
- b) Does the teacher present the materials in a way that appeals to students with diverse learning styles?
- c) Is the realia relevant? Does it enhance the learning process?
- d) Does the teacher use materials besides the book?

IV. Assessment

- a) Is assessment included in the lesson plan?
- b) Is the assessment tied clearly to the learning objectives?
- c) Are there multiple forms of assessment? Formal and informal?
- d) Does the teacher provide room for reteaching when students haven't reached the learning objectives?

V. Presentation

- a) Is the spelling and grammar used adequately?
- b) Are the lesson plans easy to follow? Is it easy to understand?
- c) Are all parts of the lesson plan included?

**Endnotes:**

[1] The very term “defectology,” which was chosen to name the Department, has a negative connotation, reflecting the general attitude of most of the people in Macedonia towards people with special needs.

[2] Item 87 High Education Law states that institutions won't charge participation from: Parentless children, Persons with first or second

degree of disability, Invalids of war and Persons that have been brought up in an Orphanage. Participation for these persons will be covered from Budget of Republic of Macedonia, in agreement of the Government of Republic of Macedonia.

[3] Contrary to concepts such as “handicap”, “disability”, which carry negative connotations, “special needs” refers to the specificity of the individual (“special”) and the individual learning styles, physical and emotional differences. Special needs is not only a politically correct way to express one’s reality. It also highlights so different aspects of this reality.

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