

# Teacher's techno attitude towards inclusive classroom climate at school level – a Comparative Study between the USA and India

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**Abstract:** This paper presents and evaluates the development of an educational technology curriculum towards classroom climate at school level the focus is on the collaboration of technology for inclusive education(IE). Today digital technology has effectively developed with regards to the techno attitude of teaching towards inclusive classroom climate in the USA and India. This study highlights on examining the teachers' professional needs and practices of inclusive education at school level using technology also it analysis and observes teachers' implementation regarding the usage of technology towards teaching and assessment. The exception of televisions, photocopiers and laptop/desktop computers, there is a lack of technology tools available at schools for teaching and learning. Even though teachers' are receiving orientation, it was very clear that such training has had low/no impact at all and teachers have techno-phobia to use technology instruments in their regular teaching. These factors that negatively influence teachers' readiness need, to be taken care by the administrators and School Department of Education. The study also identified the best expectations and suggestions for better planning and implementation of future inclusive techno classrooms in schools. However, if we are to expect our students to improve their knowledge in the subject, teachers need to develop their technology skills and positive attitudes towards inclusive and practice in both countries.

**Keywords:** techno attitude, teacher, inclusive classroom, climate, schools

## Introduction

Inclusion/integration is an important part of equal opportunity in education. Demands for IE have increased and fostered major changes to schooling and education. Students with disabilities are educated alongside their peers within the local community therefore, mainstream schools are required to adapt to accommodate a diverse group of students with a variety of needs. Approaches to the inclusion of children and young people into mainstream classrooms, and the identification and recognition of special educational needs are an integral part of daily school work. The well being and actualization of developmental and learning potential within a diverse student population is challenging the schools at learning settings. In the Indian context, educational policies have tended to be proactive with regard to the challenges and demands. Teacher education programmes, specifically, have responded to the needs and challenges of inclusiveness within the USA and India. Teacher education curriculum for inclusive education include a) the appreciation of diversity and multiculturalism b) teamwork and skills c) sensitivity about ethical issues and d) interpersonal and communication skills.

## Objectives of the study

- ❖ To study the teachers' attitude towards role and importance of digital technologies in their teaching in inclusive classroom climate in the USA and India.
- ❖ To study policies of Education departments and Governments against the implementation of the technology in inclusive classroom climate in the USA and India.
- ❖ To study the teachers' perception in the USA and India towards digital technologies in their teaching towards inclusive classroom climate.

## Purpose of the study

The purpose of the study is to examine the teachers' techno attitude towards inclusive classroom climate at school level between the USA and India.

## Significance of the study

The present study will try to help the students, teacher educators, parents, administrators and community for the establishment of best policies relating to the effective technology in the classrooms but it, mainly stressing best strategies on techno classes and programmes. Finally, to support parents who can appreciate the importance of ICT at the school level and check their responsibilities and role in implementing and developing at the school level.

## METHODOLOGY

The methodology is to systematically search the internet resources, databases of academic research and journal content listings. Searches were also made of relevant websites of the USA and India studies. Online reports as well as conference papers

and thesis, where relevant, have also been taken into consideration. The main search terms used are ICT for inclusion, accessibility, assistive technology, technology in education, inclusive education, and special educational needs/disabilities. The main focus is on technology for children with disabilities, with particular attention to factors influencing classroom climate.

### **Assistive Technologies**

Many people, children, young people, and adults, particularly those with special educational needs, there is a need for additional technology so that they are better able to use mainstream technologies, in order to access learning and other activities. Although, as is discussed below, increasingly mainstream ICT come with features that make it easier for people with special needs to use them, there is often the need for additional technology to provide access.

### **Assistive Technology and Inclusiveness**

ICTs to support children with disabilities, as well as adults, are commonly referred to as assistive technologies. In inclusive education, all aspects of the use of these technologies are important but as many commentators have observed it is how they are applied that is important. It is any item, piece of equipment/product system that is used to improve the functioning of individuals with disabilities and is cited as providing students with the following key inclusive advantages like greater control over their own learning experience which can participate in and contribute more fully in classroom activities and complete assignments independently, and also can interact to a greater extent with their typical peers, improving social skills and enhancing acceptance.

### **Classroom practice**

- ❖ Co-operative teaching
- ❖ Co-operative learning
- ❖ Collaborative problem
- ❖ Effective teaching
- ❖ Home Atmosphere
- ❖ Alternative ways of learning

### **Inclusive educational technology curriculum**

Its analysis identified the need for incorporating topics into techno use within IE. The curriculum included e-learning environment to prepare students to apply ICT for individualization and differentiation for assisting diversity of students, their abilities, experiences, and interests into the USA and India schools, which facilitated learning in the context of pedagogic practice and field experience. It also aims at acquiring experiences, and inquiry-based learning, accommodation, and testing, planning and incorporating the creative and innovative technology usage into teaching, and increasing the awareness of the importance and role of a teacher's activity and their professional development.

### **Benefits of teacher towards ICT in inclusive classroom climate**

The basic area of the curriculum is to develop an individual teacher, who shall independently choose between options and tools, and adopt decisions on introducing creative and innovative solutions during lessons, taking into account the needs of individuals as well as groups. Teachers need to be trained in planning and organizing pedagogical activities which hold an important place in a teacher's instruction compared with the USA and India. A major part of a teacher's decisions is adopted by him/her already in the procedures of lesson planning. In lesson planning and performance, the USA and India teachers take as a basis the integral insight into a wider context, within which the teaching and learning of an individual with special educational needs take place. Specific attention was aimed at linking the learning substance along with the students' own pedagogical practice about incorporating ICT into instruction. In the light of the experiences gained, the teachers were able to effectively identify problems within the context of the school and class.

### **Principles and strategies for training teachers to inclusive education**

- ❖ Special and general education teacher training are integrated.
- ❖ Innovative child-centered strategies to teach children with a diverse range of abilities, as well as strategies that promote active student learning.
- ❖ Curriculum development strategies that encompass broad common goals, facilitate flexible structure, provide alternative/multiple assessments.
- ❖ Training provides hands-on experiences and opportunities for critical reflection as well as continuous/ongoing feedback and support in classrooms.

### **The practical supports for teachers in classrooms to help them in use of ICT**

Unfortunately, the training of teachers has never been seen as an integrated activity and has therefore always taken place during afternoon hours, requiring teachers to make an extra effort that goes beyond their working. Therefore, in order to foster high-quality inclusive teaching through ICT, the teachers must be appropriately supported in their daily practices. Various initiatives have planned and continue to plan scaffolding actions for teachers on the part of experts in special education. An

additional necessity is that of facilitating the creation of teacher networks for the profitable exchange of information, material, and knowledge in the USA and India.

### Need of Techno attitude in teachers

- ❖ Support all students to use technologies
- ❖ Identify the different learning styles of all students
- ❖ Find any 'hidden disabilities' that student may have
- ❖ Evaluate the quality of information on accessible ICTs available on the web.

### Strategy for Education and Training

- ❖ Promote the development of e-learning resources.
- ❖ Facilitate public-private partnerships to mobilize resources in order to support e-learning.
- ❖ Motivate the development of an integrated e-learning curriculum to support ICT.
- ❖ Establish affordable infrastructure to facilitate knowledge and skills through e-learning.

### CONCLUSION

Techno education is considered as one of the main enablers for the participation in the knowledge society and has to be provided based on principal of equal opportunity. The educational technology has an important role in facilitating knowledge on computers for students and teachers in the USA and India. The USA and India teachers develop expertise in using ICT for their pedagogical work, both planning and teaching, were provided with the opportunity to contribute to increased equality, diversity and IE. The goal of inclusive education in two countries is to allow to every student the chance to learn and participate in a class that provides challenges and opportunities for success. In order for successful inclusion to occur, the general education classroom needs to be a place where a range of student abilities is supported and accepted. Hence effective inclusion takes place when wide-ranging skills are accommodated as an ordinary part of the school day. Teachers in the USA and India in inclusive classrooms must possess the proficiency to informally supervise and assess student skills, set high and appropriate expectations for each student finally provide every time success for all students.

### RECOMMENDATIONS AND IMPLICATIONS

- ❖ Essential to understanding the potentials which educational technology offer in assisting teaching in inclusive classrooms and for the accommodation of students.
- ❖ Educational technology curriculum has to incorporate the techno competences, in conjunction with competences of cooperation, management, organization etc.
- ❖ The educational curriculum course has to prepare future teachers for recognizing ICT as subject of own learning and development in an inclusive classroom.

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