

EÖTVÖS LORÁND UNIVERSITY
FACULTY OF PEDAGOGY AND PSYCHOLOGY



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The possibilities of mainstream teachers in raising awareness of people with disabilities: curriculum, textbooks and teacher training

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BUDAPEST

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EÖTVÖS LORÁND TUDOMÁNYEGYETEM

ADATLAP a doktori értekezés nyilvánosságra hozatalához

I. A doktori értekezés adatai

A szerző neve: Gulya Nikoletta Mária

A doktori értekezés címe és alcíme: A többségi tanárok lehetőségei a fogyatékossgal élő emberekkel kapcsolatos szemléletformálásban: tanterv, tankönyvek és tanárképzés

A doktori iskola neve: Neveléstudományi Doktori iskola

A doktori iskolán belüli doktori program neve: Szaktárgyi Pedagógiák

A témavezető neve és tudományos fokozata: Dr. Fehérvári Anikó Phd

A témavezető munkahelye: ELTE PPK Neveléstudományi Intézet

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II. Nyilatkozatok

1. A doktori értekezés szerzőjeként¹

a) hozzájárulok, hogy a doktori fokozat megszerzését követően a doktori értekezésem és a tézisek nyilvánosságra kerüljenek az ELTE Digitális Intézményi Tudástárban. Felhatalmazom a Neveléstudományi Doktori Iskola hivatalának ügyintézőjét Barna Ildikót, hogy az értekezést és a téziseket feltöltse az ELTE Digitális Intézményi Tudástárba, és ennek során kitöltse a feltöltéshez szükséges nyilatkozatokat.

b) kérem, hogy a mellékelt kérelemben részletezett szabadalmi, illetőleg oltalmi bejelentés közzétételéig a doktori értekezést ne bocsássák nyilvánosságra az Egyetemi Könyvtárban és az ELTE Digitális Intézményi Tudástárban;²

c) kérem, hogy a nemzetbiztonsági okból minősített adatot tartalmazó doktori értekezést a minősítés (..... dátum)-ig tartó időtartama alatt ne bocsássák nyilvánosságra az Egyetemi Könyvtárban és az ELTE Digitális Intézményi Tudástárban;³

d) kérem, hogy a mű kiadására vonatkozó mellékelt kiadó szerződésre tekintettel a doktori értekezést a könyv megjelenéséig ne bocsássák nyilvánosságra az Egyetemi Könyvtárban, és az ELTE Digitális Intézményi Tudástárban csak a könyv bibliográfiai adatait tegyék közzé. Ha a könyv a fokozatszerzést követően egy évig nem jelenik meg, hozzájárulok, hogy a doktori értekezésem és a tézisek nyilvánosságra kerüljenek az Egyetemi Könyvtárban és az ELTE Digitális Intézményi Tudástárban.⁴ (A *Fostering culturally responsive pedagogy related competencies among pre-service teachers: a systematic review of the recent research literature* című cikk 2025. januárig embargó alatt áll).

2. A doktori értekezés szerzőjeként kijelentem, hogy

a) a ELTE Digitális Intézményi Tudástárba feltöltendő doktori értekezés és a tézisek saját eredeti, önálló szellemi munkám és legjobb tudásom szerint nem sértem vele senki szerzői jogait;

b) a doktori értekezés és a tézisek nyomtatott változatai és az elektronikus adathordozón benyújtott tartalmak (szöveg és ábrák) mindenben megegyeznek.

3. A doktori értekezés szerzőjeként hozzájárulok a doktori értekezés és a tézisek szövegének plágiumkereső adatbázisba helyezéséhez és plágiumellenőrző vizsgálatok lefuttatásához.

Kelt: Budapest, 2024. 05.15.


a doktori értekezés szerzőjének aláírása

¹ A megfelelő szöveg aláhúzendő.

² A doktori értekezés benyújtásával egyidejűleg be kell adni a tudományági doktori tanácshoz a szabadalmi, illetőleg oltalmi bejelentést tanúsító okiratot és a nyilvánosságra hozatal elhalasztása iránti kérelmet.

³ A doktori értekezés benyújtásával egyidejűleg be kell nyújtani a minősített adatra vonatkozó közokiratot.

⁴ A doktori értekezés benyújtásával egyidejűleg be kell nyújtani a mű kiadásáról szóló kiadói szerződést.

Bevezetés

Social inclusion and active participation in society are fundamental for the protection of human rights and the maintenance of human dignity. Nowadays, the global migration processes within and between nation-states, as well as the impact of equal opportunity movements on various minority groups, increasingly highlight the need to focus on social diversity. This raises numerous societal questions, including in the field of education (Kuusisto, 2017).

The inclusive approach to education, which focuses on the majority school as a system (Csányi and Perlusz, 2001), emerged as a professional and advocacy initiative linked to both the impact of the human rights movements of the African American population on multicultural education (Banks, 2001) and the disability emancipation movements (O'Brien and Forest, 1989). Multicultural education focused primarily on ethnic minorities (Banks, 2002), while inclusive education, the global spread of which was supported by the 1994 Salamanca Declaration, aimed primarily at the inclusive education of pupils with special educational needs (Csányi & Zsoldos, 1994). Throughout their historical development, both concepts have become interdisciplinary fields, and their target groups have expanded (Evans, 2007; Grant, 2014; Varga, 2015). As a result, they now share the same target groups and goals. The basic aim of both concepts is inclusive education, i.e. to support a diverse student through equality and equity practices, and to equip students with the competences that are crucial for living in a pluralistic, democratic society (Sleeter, 2012; Booth & Ainscow, 2016).

Research indicates that inclusive education is not achieved merely by having a diverse student body in schools. Numerous studies highlight discriminatory attitudes toward minority students in schools, underscoring the need for education that promotes the acceptance and respect of social diversity. According to studies, minority school students may experience exclusion and discrimination due to their disabilities (Frostad and Pijl, 2007; Schiemer, 2017), ethnic backgrounds (Simons et al., 2002; Banks, 2016), or linguistic differences (Howes et al., 2008). Another important factor in promoting the acceptance and respect of social diversity through education is how schools respond to student diversity through their planning, methods, practices, curriculum, and learning environment. Education often lacks integration of diversity-sensitive practices and traditional practices are not changed to meet the needs of diverse learners (Kuusisto, 2017). Research also highlights that the representation of social diversity is often missing from curriculum and textbook content, or is presented in a stereotypical manner (Weninger and

Williams, 2005; Blumberg, 2008; Chu, 2015; Abu-Hamour et al., 2019). Research results also highlight that inclusive educational methods and practices that consider and respect student diversity, as well as the use of textbooks that relevantly portray diversity, can reduce students' prejudices and increase acceptance of cultures and individuals different from their own (Kowalski, 2000; Campbell et al., 2003; Marmer et al., 2010). Therefore, concerning education for acceptance, it is important to consider both the inclusive characteristics of textbook content and teachers' competencies related to student diversity.

The studies in the dissertation focused on addressing the research gaps in both national and international research areas related to the two themes of inclusive education mentioned earlier. Therefore, the aim of the dissertation is twofold: firstly, to analyze the content of the Hungarian National Curriculum and textbooks used in public education in terms of inclusion, respect and acceptance of social diversity to compare these results with curricula and textbooks from other countries in an international context. On the other hand, it aimed to provide an overview of the possibilities for the development of culturally responsive pedagogical competences in teacher education at an international level.

STUDY 1

Multiculturalism in the curriculum: A comparative analysis of the Finnish, Irish and Hungarian National Core Curricula

The aim of the research

Literature emphasises that for successful implementation of multicultural education, the goals of equity and social justice must be integrated into the curriculum, teaching materials, pedagogical methods and tools, as well as the school culture (Grant, 2016). However, multiculturalism is not a politically neutral concept (Osler, 2015). Therefore, multicultural education takes various forms both internationally and within nations, shaped by specific historical, cultural, and political contexts. Taking these principles into account, this research examines the presence, thematic scope, and extent of multicultural education in the national core curricula of three European countries: Hungary, Finland, and Ireland, focusing on its role in promoting social acceptance through education.

Methods and sample

To examine the contents related to multicultural education, we employed content analysis and discourse analysis. Our coding system for terms related to multiculturalism was developed using the Grounded Theory method (Glaser and Strauss, 1967). We used the method of discourse analysis to analyze the relevant text units and the concepts within them (Gee, 2014). Since the educational structures of the three countries differ in terms of age groups, we defined the units of analysis within the curricular content covering the educational provisions for the 6-15 age group. Consequently, the analysis covered the Finnish primary school curriculum, the Irish primary school curriculum along with the Junior Cycle curriculum, and the Hungarian National Curriculum for grades 1-9.

Results and discussion

The principles of multicultural education (human rights, human dignity, social responsibility, and a commitment to equity and justice) are present in all three curricula. However, there are significant differences in terms of emphasis, the perspective of the principles, subject integration, and the approach to the dimensions of social and student diversity.

The Hungarian National Core Curriculum is characterized by a superficial approach to multicultural education (Zilliacus et al., 2017), primarily focusing on national values and

addressing multicultural issues sporadically, often from a local perspective. This traditional, nation-bound perspective views cultural diversity as an external factor, emphasizes otherness, and acquaints students with only a few cultures and minority groups. It interprets diversity within relatively narrow dimensions, lacking a pluralistic perspective and a global mindset. The multicultural content of the curriculum is limited, with only eight out of twenty-one subjects being sporadically represented, making it less effective in communicating equity and social justice (Grant, 2016) and in counteracting marginalisation and discrimination in education and society (Sleeter, 2010).

The Irish National Core Curriculum also basically adopts a nation-bound perspective; however, by incorporating a global dimension, it goes beyond the local perspective. This means that it not only aims to acquaint students with different cultures and various minority groups, but also emphasizes their acceptance, thereby valuing social and student diversity. Multicultural education and the diversity of learners are central to the principles of the curriculum and are also prominent in the content of the curricula. The conceptual framework of the curriculum is primarily tolerance-oriented and this approach permeates a wide range of subjects. A tolerance-oriented approach to social and student diversity can lay the foundations for equality in society, although it does not always contribute to the implementation of the principles of equity. The content of the curriculum tends towards educational integration, which means that it accepts and tolerates a wide range of groups of learners different from the majority. However, inclusion and is not yet a full feature of curricular discourses.

The Finnish National Core Curriculum describes Finnish society as a complex cultural diversity characterized by a flexible and dynamic array of relationships (Rizvi, 2011). The curriculum goes beyond a nation-bound approach and recognizes diversity as a valuable resource in both society and education. In the curriculum, the dimensions of social and student diversity are comprehensive, and what is more important, this curriculum no longer views diversity as an external factor but as an integral part of society, the school, and every student (Zilliacus et al., 2017). The curriculum interprets social processes on a global scale and views society from a pluralistic perspective. The principles and themes of multicultural education are present in the curriculum in its core principles, in the content of all subjects, and in the focus areas of school culture. The curriculum content extensively supports the diverse student community in becoming not only members of a nation-state but also participants in a global society.

STUDY 2 and 3

Creating an image of people with disabilities in literature lessons Addressing disability representation in EFL textbooks used in Hungarian public education

The aim of the research

The representation of social diversity, stereotype-free content, and inclusive language are fundamental requirements for quality textbooks (UNESCO, 2017). Content related to people with disabilities in textbooks can serve a dual purpose. For learners with disabilities, these elements of the curriculum can play an important role in reinforcing a positive self-identity. At the same time, such content can provide all students with balanced knowledge about people with disabilities, helping them reconsider and reconstruct stereotypes and common misconceptions (Leininger et al., 2010). The two textbook analysis related research in the dissertation aimed to explore and analyse the disability-related content of literature textbooks and English as a foreign language textbook used in Hungarian public education.

Methods and sample

In both studies, we used the method of content analysis (Krippendorff, 2013), in which we uncovered and analyzed the content of the textbooks based on a priori code system developed from previous literature (for literature textbooks: Biklen and Bogdan, 1977, Rubin and Strauss Watson, 1987; for English language textbooks: Taboas-Pais and Rey-Cao, 2012; Vidal-Albelda and Martínez-Bello, 2017). In the case of literature textbooks, this was supplemented with the Grounded Theory method (Glaser and Strauss, 1967), where we necessarily supplemented the a priori code system during the analysis. In literature textbooks, we analyzed the texts, while in English as a foreign language textbook, we analyzed both the texts and the images.

Results and discussion

The results of our research indicate that people with disabilities are extremely underrepresented in the textbooks (literature textbooks: 0.57%; texts in English textbooks: 0.46%; images: 0.30%). The symbolic representations found in textbooks play a crucial role in conveying

subtle messages to students about the significance of various groups in society (Sleeter and Grant, 1991). The underrepresentation of people with disabilities in the examined textbooks may indicate to students that this group of people is not valued in society. Our results also highlight that the majority of the uncovered representations have stereotypical content. Most depictions convey negative stereotypes, portraying people with disabilities as evil, cruel, or dependent, incapable of independent action, and as burden to society. These portrayals, often reinforced by disability language, paint a uni-dimensional picture of people with disabilities and ignore the fact that their need for assistance is generally due to the lack of environmental accessibility, rather than the disability itself. Almerico (2014) points out that the characters in literary works have almost as strong an impact on readers as the people they meet in real life and personally know. Quayson (2007) emphasizes that in children's literature, characters portrayed as scary and having negative personality traits due to their disability evoke unfavorable emotions in readers, leading to a general dislike among children. The negative and stereotypical portrayal of disability in children's literature can significantly contribute to children's general fear of those persons. Wall and Crevecoeur (1991) emphasize that such depictions can negatively influence readers' attitudes towards people with disabilities as well.

STUDY 4

The impact of literary works containing characters with disabilities on students' perception and attitudes towards people with disabilities

The aim of the research

Textbook research in the international field describes the assumption that negative stereotypical content about people with disabilities negatively influences students' attitudes towards people with disabilities (Wall and Crevecoeur, 1991; Quayson, 2007; Pogorzelska, 2016; Hodgkinson et al., 2016), but we could not find any research in the international or national literature that has demonstrated this with empirical results. Therefore, the aim of our study was to investigate in classroom settings the impact of literary works featuring characters with disabilities in Hungarian primary school textbooks on primary school students' attitude.

Method and sample

In our quasi-experimental study, the experimental group underwent a 14-week intervention during which students, with their own teachers, worked on selected readings from the textbooks containing characters with disabilities during their reading classes. Before and after the intervention, the attitudes of students in both groups (experimental and control) towards people with disabilities were measured using the Chedoke-McMaster Attitudes Towards Children with Handicaps (Rosenbaum et al., 1986) attitude questionnaire, and the results were subjected to ANOVA analysis. The questionnaire survey was supplemented with metaphor analysis (Vámos, 2003, Barton, 2015) and drawing analysis (Waldron and Pike, 2006).

Results and discussion

The results of the attitude questionnaire analysis show a negative statistically significant change in the overall attitude scores of the experimental group, as well as in the cognitive and affective dimensions, which was confirmed by the results of the metaphor and drawing analysis. The post-measurement included numerous metaphors and drawings that were clearly related to the persons with disabilities mentioned in the processed texts and their characteristics. The differences uncovered in the metaphor analysis results between the pre- and post- measurement also highlight that the social distance between students and people with disabilities increased as a result of the

intervention. A significant number of the metaphors created during the pre-measurement referred to students' perceptions of people with disabilities as similar to themselves, but these metaphors disappeared during the post-measurement. Moreover, during the post-assessment, many students drew frightening figures, and a significant portion of their metaphors depicted evil, neglected, or sick, helpless individuals with disabilities. Our research results have thus confirmed that readings containing negative stereotypes have an unfavorable impact on students' perception and attitudes towards individuals with disabilities.

STUDY 5

Fostering culturally responsive pedagogy related competencies among pre-service teachers: a systematic review of the recent research literature

The aim of the research

Over the past three decades, one of the main focus areas of international research on teacher education has been how to effectively support pre-service teachers in acquiring a culturally responsive mindset and practice (Sleeter and Owuor, 2011). Most of the empirical studies on culturally responsive pedagogical training have reported positive effects of multicultural educational programs on teacher candidates' attitudes and beliefs (Civitillo et al., 2018; Hollins and Guzman, 2005; Sleeter, 2008). However, we did not find a comprehensive analysis that synthesizes the effectiveness of teacher education programs related to culturally responsive pedagogy in developing other competency elements besides their positive impact on attitudes. Therefore, the main goal of our systematic literature review was to describe, evaluate, and synthesize the results of empirical studies published between 2015 and 2020 that investigated the development opportunities of pre-service teachers' culturally responsive pedagogical competencies in teacher education.

Method and sample

In our research, we applied the systematic literature review method (Jesson et al., 2011; Gough et al., 2012) to systematically and transparently collect, evaluate, synthesize, and summarize the results of empirical studies from 2015 to 2020 regarding interventions aimed at promoting culturally responsive pedagogical competencies in teacher education. Our analysis was fundamentally qualitative, employing descriptive and narrative approaches (Dixon-Woods et al., 2006; Kavanagh et al., 2012). The research was conducted following the PRISMA protocol (Page et al., 2021).

The search was conducted across three databases relevant to the field of education. First, we filtered out duplicates from the results obtained through keyword searches, then subjected the remaining studies to title and abstract screening. Subsequently, we conducted a full-text screening of the selected studies based on our predefined eligibility criteria and Gough's (2007) quality and

relevance assessment. As a result of this screening procedure, 37 studies were included in the final analysis, where we performed descriptive statistical analysis and content analysis.

Results and discussion

Our research results indicate that there are numerous opportunities to develop various elements of culturally responsive pedagogy competencies within teacher education programs. Our findings draw attention to the fact that the majority of courses presented in the studies are offered as standalone, one-semester-long courses within the teacher education programs. These courses typically focus on developing a single competency area but are not effective in fostering all elements of culturally responsive pedagogy related competencies. Therefore, among the analyzed teacher training courses, we found few that proved to be effective in developing all subfields of culturally responsive pedagogical competence. These courses are at least 3-4 semesters long and their basic feature is that they are integrated into the teacher training process by connecting to several other courses. Such teacher training programs provide opportunities for pre-service teachers to develop their culturally responsive pedagogical competencies throughout their teacher education, integrating them into their professional subjects. As a result, these competencies become an integral part of their future pedagogical thinking and practice.

Summary and conclusion

The research compiled in the dissertation highlights that there are numerous opportunities in education to educate students about respect and acceptance towards each other, thereby promoting inclusive educational environments and social inclusion.

However, our results also point out several shortcomings that may hinder these processes. The lack of inclusive or multicultural content in the curriculum principles and subject areas is similarly reflected in the textbooks, along with the presence of stereotypical content. The absence of representation of social diversity may hinder the opportunity for understanding and accepting minority groups that are not depicted. Stereotypical textbook contents can further deepen the social distance from people with disabilities, increase students' prejudiced thinking toward various social groups, and hinder social inclusion. Teachers equipped with inclusive competencies can counterbalance the challenges posed by non-supportive curriculum and stereotypical textbook contents. Therefore, it is important for pre-service teachers to have the opportunity to develop their inclusive competencies during their education. The results of our research on teacher education indicate that the most effective way to achieve this is by integrating activities aimed at acquiring inclusive/multicultural pedagogical competencies into the curriculum across subjects. This way, future teachers will not perceive inclusive pedagogy as a separate pedagogical approach, but rather as an integral part of their teaching practice.

Literature

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