

The Inclusive Training of Teachers in The Academic Performance of Students with Hearing Sensory Diversity at The State University of Milagro

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Abstract

The objective of this research is to understand the importance of inclusive teacher training in the academic performance of students with auditory sensory functional diversity at the State University of Milagro. This research is framed in a triad of theories that support this study such as UNESCO's inclusive theory, Bandura's social learning theory and Gardner's theory of multiple intelligences. Through a qualitative approach, the perceptions were explored, experiences and practices of teachers in relation to inclusive education. The research was carried out using data collection methods such as semi-structured interviews, field notes and direct observations in the academic environment to a sample made up of two teachers and a student with auditory sensory functional diversity. In conclusion, the research highlights that adequate inclusive training of teachers has a significant impact on the academic performance and general well-being of students with hearing-sensory functional diversity, which is why Milagro State University must continue to implement inclusive training programs such as an integral part of its teaching curriculum, in order to promote a more inclusive and equitable education.

Keywords: Teacher Training, Inclusive Training, Functional Sensory Diversity, Academic Performance

INTRODUCTION

In the current academic environment not only national but also global, the inclusion of functionally diverse population groups is an important challenge that not everyone faces. One of the most visible obstacles to the effective inclusion of students with hearing-sensory functional diversity in the country's higher education is the preparation and training of teachers in inclusion techniques and methods. The inclusion of students with sensory functional diversity represents a great challenge. At the State University of Milagro (UNEMI) significant differences are observed in the academic performance of students with sensory functional diversity. These differences are related to the level of education and skills of the teachers since it has been shown that not all teachers have the same level of preparation in inclusion skills, which creates an unequal learning experience for students with sensory disabilities. .

Things being this way, this case study is framed in a person with this diversity Ginger León, a student at the UNEMI Faculty of Education in person, who finds it difficult to understand and participate in the classes of some of the teachers since for her, they speak very quickly and she is not able to understand what they say since she does not understand complex words and they do not write what they say on the blackboard, in addition they do not make use of the technological supports that favor people with auditory sensory diversity.

The present study is justified, then, by the need to provide quality education, equity and inclusion in the fulfillment of students' rights, in which the areas in which teachers require greater training can be identified in order to be able to do so. provide opportunities and that students with sensory disabilities can learn in an understandable and easy way, so that they can be provided with a quality education that promotes inclusion and equal opportunities. *gozález, & Triana- (2018).*

In addition, it is intended that teachers trained in inclusion can create more welcoming learning environments adapted to the needs of all students to not only benefit students with hearing disabilities, but also foster a

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culture of respect and empathy among all students. students, where teachers use various teaching methodologies using visual strategies, use of subtitles in audiovisual materials, and teaching techniques that do not depend exclusively on auditory communication to contribute to the personal and professional development of students with functional diversity. auditory sensory so that they feel more confident and capable, which leads to greater success in their personal and professional lives.

It is expected, therefore, that the results of this research will not remain just another piece of knowledge, but will invite reflection on educational praxis, as well as on educational policies in the pedagogical and holistic improvement of teachers.

The theoretical bases that support research on the importance of teacher training for the academic performance of people with sensory functional diversity at the Miraculous State University are presented.

In the Theory of inclusive education (UNESCO cited by González, 2019) it is presented as a methodology that alters what exists and creates new worlds, being an educational model that considers diversity as a value and seeks the participation of all students. in the classroom, regardless of their individual characteristics. Given this, teacher training in this approach focuses on strategies to address the specific needs of students with hearing impairment, such as the use of sign language, the implementation of assistive technologies, and the creation of accessible learning environments.

Likewise, the Social Learning Theory of (Bandura cited by Paz & Peña, 2019) is presented, which is proposed as a teaching mechanism that emphasizes the role of observational learning and social interaction in the development of knowledge. Teachers serve as role models for students with hearing impairment, demonstrating effective communication strategies and creating a positive classroom environment that promotes collaboration and respect for diversity. Finally, the Theories of multiple intelligences are presented where (Garner, cited in UNIR 2024) which maintains that people learn through various means, with different types of intelligence including auditory, visual, kinesthetic, spatial, linguistic, logical-mathematical intelligence. , intrapersonal and interpersonal. Teacher training in this approach focuses on identifying individual strengths and weaknesses of each student with hearing impairment and designing teaching strategies that adapt to their learning style.

Finally, the theory of Universal Learning Design created by Givens Rose and Anne Meyer in 2012. Okay, (Rodriguez & De la Harran, 2020) propose a framework for creating flexible and accessible learning environments that eliminate barriers to learning. Teacher training in this approach focuses on the design of materials and activities that can be used by all students, regardless of their individual characteristics.

Given the above, the following questions emerge: What teaching competencies and skills are needed to address sensory functional diversity? Why is it important for teachers to know how to work with diversity within their classroom? How can a teacher work with a student with functional sensory diversity? And finally, what knowledge and methods do teachers use to address the functional diversity of students' senses?

Therefore, the main objective of this research is to understand the importance of inclusive training for better academic performance of students with auditory sensory diversity at the State University of Milagro.

METHODOLOGY

This research methodology is qualitative in nature, which is a research that collects non-numerical information (Hernández, 2018) and has a case study design, which is a research that is characterized by reaching in a concentrated way an entity, which can be a person, family or group (Díaz, Mendoza & Porras, 2011). In this case, we seek to investigate the student Ginger León, who is a person with sensory functional diversity, to learn through her the importance of inclusive training for teachers and the teaching methods that they should apply when teaching.

teach.

The Milagro State University was taken as the population; this university encompasses a large number of students from different regions. This research focused on the ability of teachers to address special educational needs, in this case hearing diversity was taken as a priority.

According to data collected by the university's inclusion department, there are currently a total of 50 students with hearing diversity enrolled in different majors. This population represents approximately 2% of the institution's total students. An intentional sampling of students with sensory functional diversity and their teachers is carried out to collect information through interviews, since the aim is to obtain a detailed understanding of the students' experiences (Otzen & Manterola, 2017).

The sample is within the Special Education major, being a specific student who has sensory functional diversity. This is Ginger León, who is 26 years old, with whom we will discuss the importance of inclusive training for teachers when teaching classes to people with diversity like her.

Likewise, teachers who have and have not worked with the deaf student were approached to learn a little more about the methods and strategies that they would use or have used to teach her classes. The technique applied in this research is a semi-structured interview which has a flexible structure that helps the interviewee adjust to the questions that are presented in an open manner (Díaz, Torruco, Martínez. &Varela, 2013), thus providing valuable information about the importance of teacher training for better academic performance of people with hearing sensory diversity, allowing them to raise awareness and sensitize a little more about this problem through in-depth observation.

DaIn this research, data triangulation was used, which is a research technique that combines different sources of information, such as interviews, field notes and observations, to study the same phenomenon (Aguilar & Barroso,2015).To cBy comparing and contrasting these sources, researchers were able to gain a more complete and reliable understanding of the topic they are investigating. This technique helps reduce bias, increase the depth of research, and obtain more robust results.

ANALYSIS OF RESULTS

Of the 10 questions asked to the key informants, three were chosen that turned out to be the most representative for a reflective analysis of the same.

docent informants	2. What are the biggest challenges that you think a teacher can face? cWhen they try to provide inclusive education to its Tstudents with auditory sensory functional diversity?	coincidence	Nor match
informant 1	ANDhe biggest challenge that a teacher presents is how to reach the student through communication in order to transmit information and develop learning.	x	
informant 2	Faltraining to understand these students, so they would not know how to use methodologies as resources for their learning.	x	
Answer	In this case their answers coincide, they have a similar concept when expressing their challenges as a		

WhatWhat type of support or accommodations have you found helpful in the classroom?

Student Response:

“I have the support of materials, investigative strategies and models, although sometimes I find it difficult to advance, however I don't care, I continue fighting, my study group helps me understand complicated words.

Althoughand understanding the rhythm of speech is difficult so it is important that they are written on the board to better understand and comprehend something that I enjoy.”

In this question, the deaf student expresses that thanks to the support of some teachers and their classroom adaptations, they have been of great help to her development as a student and have allowed her to overcome barriers, strengthen her skills and advance. towards the path of success.

Docentes informantes	3. ¿Qué estrategias o adaptaciones ha implementado para atender las necesidades de estudiantes con diversidad en el aula?	Coinciden	No coinciden
Informante 1	Estar atenta a que mi estudiante me mire, ya que estos estudiantes tienen una lectura labiofacial, otra adaptación son las tutorías entre pares con sus compañeras.	X	
Informante 2	En el caso de tener la oportunidad de tener un estudiante con esta diversidad, trabajaría con subtítulos, elementos técnicos, modular correctamente para la lectura de labios y que el estudiante pueda interpretar lo que voy diciendo.	X	
Respuesta	Buscan como estrategia efectiva la lectura labiofacial, por lo que sus respuestas dan un mismo objetivo para su aprendizaje.		

5. ¿Cómo ha sido su interacción con los profesores y el personal de la universidad en cuanto a su discapacidad auditiva?

“A veces me cuesta entender a los docentes porque hablan muy rápido y con largos discursos, es importante para mí que utilicen el pizarrón correctamente y se comuniquen también escribiendo en una hoja o usando el teléfono para escribirme ya que encuentro más fácil entender a través de textos de conversaciones fáciles”.

The informant suggests that teachers should summarize their long speeches and use other more feasible means of communication for their learning, such as writing key words on the blackboard so that she can associate them and learn in a meaningful way.

Docentes informantes	4. ¿Qué tipo de apoyo o recursos adicionales le gustaría recibir para mejorar su metodología de enseñanza a estudiantes con diversidad?	Coinciden	No coinciden
Informante 1	Sería muy favorable que tuviéramos una formación con los elementos esenciales de lengua de señas para poder ponerlo en práctica cada que sea necesario.	X	
Informante 2	Me gustaría que la universidad nos brinde intérpretes para una educación más factible y también pantallas que puedan traducir lo que el docente vaya diciendo.	X	
Respuesta	Coinciden en que sería factible tener conocimientos en lengua de señas o contar con el apoyo de intérpretes dentro del aula de clase.		

What type of training or coaching do you think would be beneficial for teachers and staff regarding hearing impairment?

Student Response:

“I believe in people and teachers, although I feel that more experience is lacking, however, it is easier to fight when we have the support of classmates and students in our groups, and sometimes it is difficult to communicate with teachers, but I find it comforting when there is a person who is very good at interpreting sign language since this way I feel more understood and understood”

The informant expresses her experience as a student with hearing disabilities and highlights the importance of training and providing an inclusive learning environment in sign language learning. The lack of this can cause difficulties in communication and learning, but thanks to the support of her classmates and teachers, she can feel comfortable and received in the space in which she studies. This support is essential for her academic and personal success. students with hearing disabilities.

Reflective Picture

Lights	Yesshadows	Recough
TOsupport to students with auditory sensory diversity	Communication barriers.	Commitment to himachieve accessible communication through sign language.
Key communication as an element of effective teaching.	Falta of resources	Implement inclusive teaching strategies.
	Continuous inclusive training	FPromote awareness and understanding.
Imimportance of knowledge not only from a cognitive point of view, but also from an emotional and psychological point of view.	Little commitment	Qpromote collaboration and teamwork. Research and develop new resources.

CONCLUSION

Teachers who face sensory functional diversity in the classroom must possess a specific set of competencies and skills, including a deep understanding of sensory functional diversity and the characteristics, needs and barriers faced by students with hearing disabilities, related to communication skills. effective communication.

Teacher training around sensory functional diversity is equally important to promote educational inclusion and allow teachers to design accessible and participatory classrooms where all students receive the same learning experience since improving academic performance promotes equity, ensures access to quality education for all students, regardless of their origins, improves the learning environment and prepares teachers for future prospects.

Teachers can employ a variety of methods to assist students with hearing disabilities, including visual and tactile materials, assistive technology, written communication, distraction-free environments, and consistent expectations for student understanding, and make use of the method as Sign Language.

Finally, heSensitivity and empathy, establishes a positive, respectful and inclusive classroom environment that recognizes diversity, working with support staff, families and all teachers, guarantee that the student receives comprehensive support.

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