Disability symposium

Definitions, concepts, and measures of disability

Barbara M. Altman PhD

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Abstract

The term "disability" is a shorthand expression or as explained in the International Classification of Functioning, Disability and Health an umbrella term. It has been used to identify the impairments that result from disease and injury, the physical, and mental or emotional functional limitations or difficulties a person has as a result of the impairments, as well as the participation restriction they experience when the environment is not supportive. Thus the term disability has been used to represent almost any of the conceptual components associated along the ability continuum that impacts the person, but it also includes the environmental effects that create a limiting impact from the context outside the person. This paper examines those concepts and definitions to provide insight into the measurement process to represent this important element of health and participation.

Introduction

On the basis of the current theoretical and legislative models of disability, there is general agreement that given the person's level of physical, mental, or emotional functioning, the disablement process is associated with the nature of the interaction a person has with all aspects of his or her environment. That in turn can affect the level of social participation the person experiences. This paper briefly describes the conceptualization of the disability process as it proceeds from medical condition to restricted participation, and identifies the best way to measure the phenomenon for policy research use.

Essence of Early Childhood Education

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Early Childhood Education Teacher Education

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Abstract

Education is a way of developing potential chosen by humans. Every human being has the right to get a decent education. No exception for early childhood. Early childhood is children who are at the age of 0 to 6 years after. The child after this early age is called the golden age, because 50% of child development develops at an early age. Early childhood education, an education that is aimed at children who are at an early age, with the aim to develop all aspects of child development and to prepare children to enter further education. Child development aspects are children moral and religion, children's physical motor, children's language, children's social emotional, children's cognitive and children's art development.

Keywords: Education, Early Childhood Early Childhood Education.

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H. DOUGLAS BROWN

Principles of Language Learning and Teaching, Fifth Edition

PENDIDIKAN ANAK USIA DINI
(Teori dan Praktik Pembelajaran)

BAB I

KETENTUAN UMUM

Pasal 1

Dalam undang-undang ini yang dimaksud dengan :

1. Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

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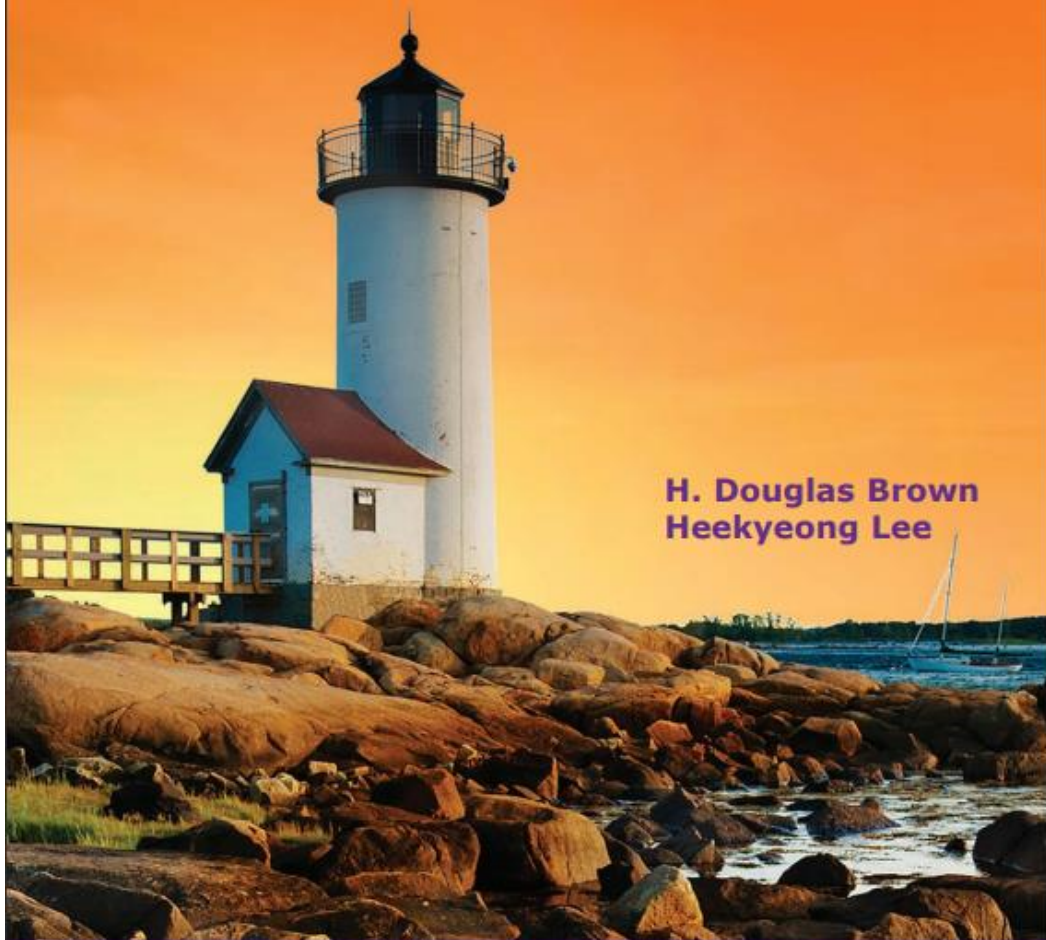
H. Douglas Brown
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LOUIS COHEN, LAWRENCE MANION, KEITH MORRISON and DOMINIC WYSE

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Louis Cohen is Emeritus Professor of Education at Loughborough University, UK. **Lawrence Manion** was formerly Principal Lecturer in Music at Manchester Metropolitan University, UK. **Keith Morrison** is Professor and Registrar at the Macau University of Science and Technology, China. **Dominic Wyse** is Senior Lecturer in Early Years and Primary Education at the University of Cambridge, UK.

Peran Guru Dalam Pembelajaran

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	ABSTRACT
ARTICLE INFO *Article history:* Received 10 September 2022 Revised 20 November 2022 Accepted 07 December 2022	Teachers are the most important factor in advancing education. This paper aims to outline the role of teachers in learning. This paper uses the literature method by analyzing books and journals related to the theme of discussion. The results of this study show that the task of the teacher as a motivator is to increase the passion and enthusiasm for learning students both by giving motivational words and certain tasks that will arouse their curiosity. Meanwhile, the task of the teacher as a facilitator is not only a matter of physique or infrastructure, even this is a school task, but how the teacher facilitates the mentality of students in learning and provides the widest opportunity for students to ask questions, discuss and so on.
Kata Kunci	*Roles, Teachers, Learning*

PENDAHULUAN

Perkembangan ilmu dan teknologi yang kian mencuat nampaknya berpengaruh pada hampir semua aspek kehidupan tak terkecuali dalam bidang pendidikan. Bahkan pengaruhnya dalam bidang pendidikan ini adalah salah satu yang paling mencolok. Kemudahan mengakses berbagai informasi dari seluruh penjuru dunia hanya dengan "one finger" menjadi salah satu sebab berubahnya haluan pendekatan yang dipergunakan guru dalam pembelajaran.

Metode pembelajaran dengan ceramah misalnya nampaknya mulai dipandang sebelah mata di era modern ini. Meski di lain sisi kita tidak bisa menutup mata juga dari keberhasilannya melahirkan orang-orang hebat di masa dahulu. Mulai dari model, strategi, metode hingga teknik pembelajaran yang digunakan berpedoman cara belajar siswa aktif. Sehingga peran guru yang paling mencolok yakni sebagai pendidik dan pengajar, tidak mencukupi lagi di era revolusi 4.0 saat ini.

Guru harus mulai membuka diri juga kepada peran barunya, meski tidak benar-benar baru yakni sebagai motivator dan fasilitator. Ini sesuai dengan pembelajaran modern di mana guru dipandang sebagai fasilitator, tutor bukan lagi melulu sebagai pembicara di depan kelas. Karenanya pada makalah ini kami akan membawakan tema: "Peran guru dalam pembelajaran" yang dikhususkan cakupannya kepada peran guru sebagai motivator dan fasilitator.

Menurut Kamus Besar Bahasa Indonesia, guru berarti "orang yang pekerjaannya (mata pencaharian, profesinya) mengajar". Dalam bahasa Inggris

Concept of Teaching

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Abstract

Edmund Amidon defined teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities". Davis et al., Gagne et al. have contributed significantly in defining this concept and their views could be summarized as follows: Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning. It is always possible to modify, improve and develop. The new teaching-learning activities, and hence the flexibility is in-built into the system; and "The terminal behaviour of the learner in terms of have pointed out that the entire structure of teaching has four steps such as Planning of teaching, Organization of teaching, Identification of suitable teaching and Managing teaching. The article deals with characteristics and related activities concerned with teaching.

Keywords: Defining planning of teaching, organisation of teaching, identification of suitable teaching, managing teaching, characteristics related activities

Introduction

When a person imparts information or skills to another, it is common to describe the action as teaching. Imparting may mean to share experiences or communicating information, for instance, lecture. Teaching is regarded as both an art or science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching.

"Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter". Morrison (1934), Dewey (1934) expressed this concept of teaching by an equation. "Teaching is learning as selling is to buying".

In the words of John Brubacher (1939), "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so". B.O. Smith defined teaching as "Teaching is a system of actions intended to induce learning".

According to Gage (1963), "Teaching is a form interpersonal influence aimed at changing the behaviour potential another person". Smith in 1963 further extended the definition of teaching Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching.

Handbook on Learning Disabilities

Dr. RAMAA S.
Professor
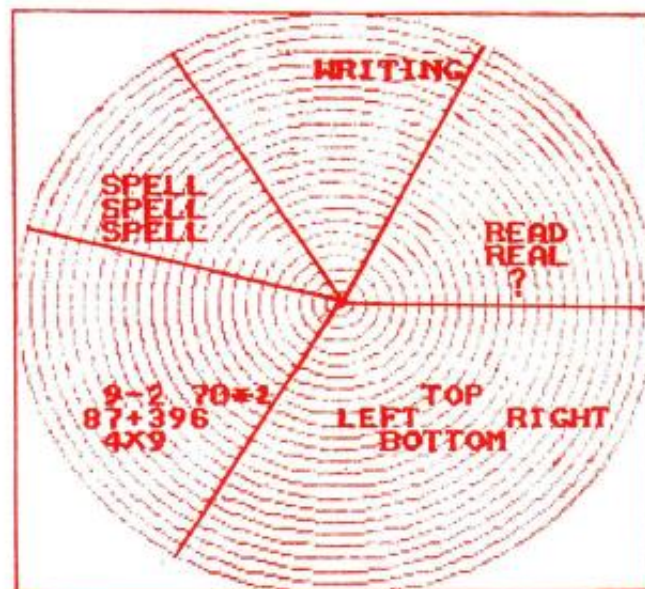
Learning Disabilities: Characteristics and Instructional Approaches

Mrs. Sana Ali

Research Scholar,Education, Mewar University, Rajasthan
India, Lecture, University of Dammam, K.S.A

Dr. Mohammed Rafi

Head/Professor, Education, Al-Madina College of Education
Mahboob Nagar District, Telangana,India

Abstract: *A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are smart as or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning and organizing information if left to figure things out by them or if taught in conventional ways. A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life. Parents can help children with learning disabilities achieve such success by encouraging their strengths, knowing their weaknesses, understanding the educational system, working with professionals and learning about strategies for dealing with specific difficulties.The Individuals with Disabilities Education Act (IDEA), a federal law, defines a learning disability as a condition when a child's achievement is substantially below what one might expect for that child. Learning disabilities do not include problems that are primarily the result of intellectual disabilities, emotional disturbance, or visual, hearing, emotional or intellectual disabilities.*

Keywords: *Learning Disability, Children, Reading, Right Support, Parents, IDEA*

1. INTRODUCTION TO THE CONCEPT OF LEARNING DISABILITY

The definitions given by various authors suggest that learning disability refers to a retardation, disorder,or delayed development in any one or more of the processes of speech, language, reading, spelling, writing, or arithmetic. These problems are due to disorder or deficiency in any one or more of the basic psychological processes involved in understanding or in use of spoken or written language. They do not include learning problems which are due primarily to visual,hearing or motor handicaps, mental retardation, and emotional disturbance or to adverse environmental factors.The child ,thus can be considered as learning disabled if,(1)he has considerable difficulty in understanding or using spoken language,reading,writing,spelling,and arithmetic,during the developmental period (before 16 years of age),(ii) he has adequate facilities, interest and motivation to learn(Ramaa, 1992). According to government regulations, students with learning disabilities have "disorders in one or more basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. "There are many different kinds of learning disabilities. Most often they fall into three broad categories:

Reading disabilities (often referred to as dyslexia)

Written language disabilities (often referred to as dysgraphia)

Math disabilities (often called dyscalculia)

1.1. General Characteristics of Learning Disabled Student

The learning disabled students exhibit certain general characteristics features, the knowledge of which is essential in identifying them at the very early stage and understand the difficulties faced by such children.Below is given a list of the general characteristics features of learning disabled children.(Ramaa, 1992)

PEMBELAJARAN
DALAM IMPLEMENTASI
KURIKULUM
BERBASIS KOMPETENSI

Dr. Wina Sanjaya, M.Pd.
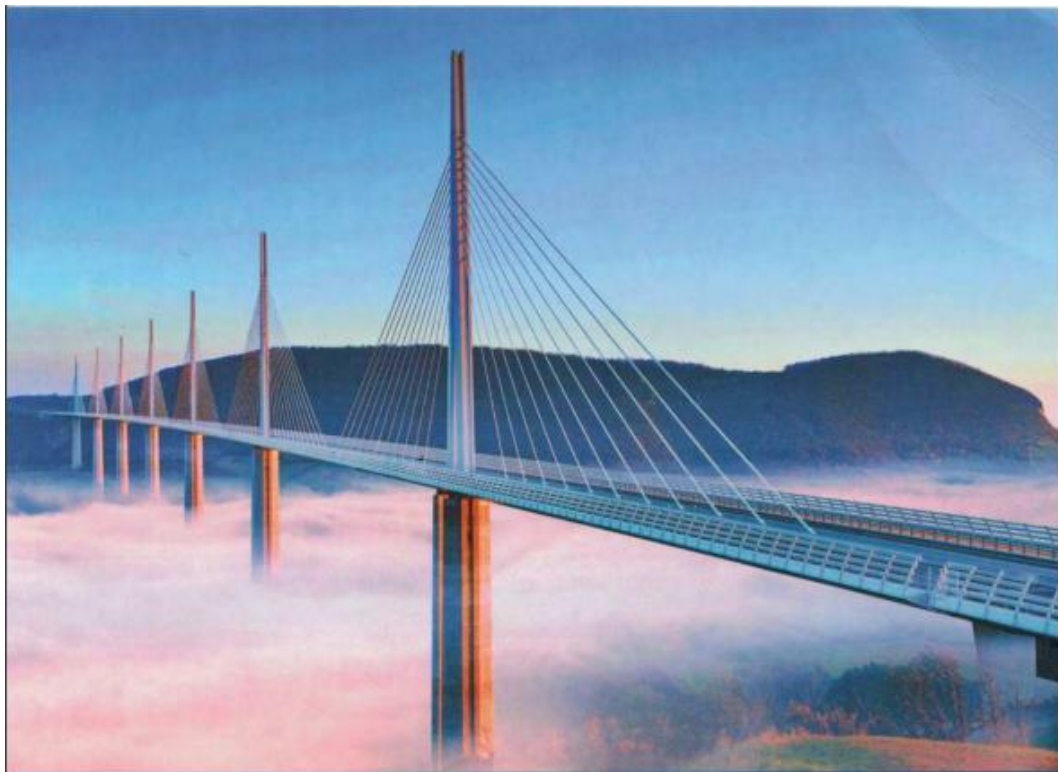
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Teachers' Roles Beyond and Within the Context: An Ever-Changing Concept

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Abstract

The research aims to explore what the teachers know and believe about their rights and responsibilities in a teaching profession and what the realities that reflect the inconsistencies between their beliefs and actions. The research mainly investigates how the vertical segregation in educational institutions along with the demographic and cultural issues impacts the teachers' roles in a variety of contexts. For collecting data about how the teachers view their roles within and beyond the classrooms, two campuses of King Khalid University were selected, and the research methods involved the online survey of the teachers and the interviews of the focus group. The study shows that a cooperative working environment, crystal clear organizations' policies, stimulating carrier paths, and professional recognition motivate the teachers to play their roles on a broader scale. The study also reveals that the educational organizations do not endorse a culture of leadership for every level of management though, teachers as professionals of mid-level management immensely contribute to learners in being skilled, knowledgeable, and resourceful.

KeyWords: context, lesson, modern education, schematic knowledge ,teacher development, teachers' roles

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Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia

ABSTRACT

Teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose. This study attempted to investigate English teaching challenges as well as the solutions taken by the English teachers at MTsN Taliwang. The study captured the English teachers' point of view in facing English teaching challenges in the classroom and the solutions they implemented to solve them through interview. A number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. In addition, facilities issues including inadequate resources and facilities, and time constraint. The solutions to overcome these challenges were also suggested in this study. The efforts taken are divided into two; efforts done by the school and by the English teachers. Reforming attitude and improving resources and facilities are the solutions taken by MTsN Taliwang. On the other hand, applying various teaching methods and techniques, matching students' proficiency level and learning situation, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection are the English teachers' efforts in tackling English teaching challenges.

Keywords: teaching, English language, challenges, solutions

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BAHASA

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H A D I R

HUMANIS
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ADAPTIF
Program kerja dirancang agar mudah beradaptasi disegala kondisi

DEDIKATIF
SDM Kemensos senantiasa bekerja penuh dedikasi, tidak sekedar *business as usual*

INKLUSIF
Dalam bekerja selalu dalam konsep melibatkan semua *stakeholders*

RESPONSIF
Seluruh program dan SDM dalam bekerja harus memiliki *sense of urgency* yang tinggi. Berupaya untuk bisa responsif

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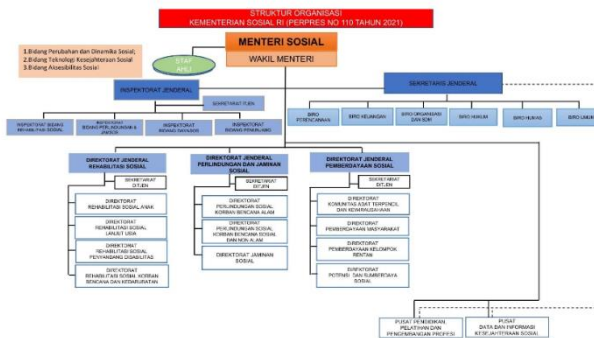
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Peraturan Menteri Sosial No. 3 Tahun 2022 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Di Lingkungan Direktorat Jenderal Rehabilitasi Sosial

JOHN DEWEY -
PHILOSOPHER AND EDUCATIONAL REFORMER

Kandan Talebi

Lecturer, Faculty of Education, Taiz University, Yemen

"Education is not preparation for life; education is life itself."

John Dewey

Abstract

John Dewey was an American philosopher and educator, founder of the philosophical movement known as pragmatism, a pioneer in functional psychology, and a leader of the progressive movement in education in the United States.

Keywords: John Dewey, educational reform, functional psychology, pragmatism

Introduction

John Dewey was born on October 20, 1859, in Burlington, Vermont. He graduated with a bachelor's degree from the University of Vermont in 1879. After two years as a high-school teacher in Oil City, Pennsylvania and one teaching elementary school in the small town of Charlotte, Vermont, Dewey decided that he was unsuited for employment in primary or secondary education. After studying with George Sylvester Morris, Charles Sanders Peirce, Herbert Baxter Adams, and G. Stanley Hall, Dewey received his Ph.D. from the School of Arts & Sciences at Johns Hopkins University. His unpublished and now lost dissertation was titled *"The Psychology of Kant."*

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THE INFLUENCE OF LEARNER BEHAVIOUR ON BEGINNER TEACHERS' PERCEPTIONS OF THEIR OWN CREDIBILITY

ABSTRACT

Traditionally, teacher credibility has been influenced by how others perceive them. However, exploring teachers' own perceptions of their credibility through the observation of learner behaviour may prove to be meaningful to teacher credibility. The aim of this study was to explore Intermediate Phase beginner teachers' perceptions of their own credibility based on displayed learner behaviour in their classrooms. This qualitative study was presented through a case study research design. Eight Intermediate Phase beginner teachers were purposively selected. The data collection techniques used were interviews and observations. Semi-structured interviews and a researcher journal were used as data collection instruments. The data were analysed using inductive thematic data analysis. The conceptual framing of this study was underpinned by a modified theoretical model developed by McCroskey, Valencic and Richmond (2004). The findings showed that teachers' perceptions of their own credibility were fluid as they engaged with various learners' behaviour, which was used as a form of feedback during lessons and this feedback impacted teachers' reactions and decisions to classroom situations. Ultimately, teachers' perceptions of their own credibility focused on their immediacy, trustworthiness, competence and dynamism displayed in their practices.

Keywords: Beginner teachers; Intermediate Phase; learner behaviour; perceptions; South Africa; teacher credibility.

1. INTRODUCTION

As content conveyors, knowledge constructors and learning facilitators, teachers are in constant communication in the classroom. Under such intense surveillance (Page, 2017), it is important for teachers to consider their credibility as an influence on their practice. In its broadest sense, credibility is conceptualised as the degree of believability (Page & Duffy, 2018). Hence, in the classroom context, teachers are placed in the position of enticing learners to believe in their communication of subject-related content. Teachers' credibility, which ultimately influences the overall quality of education (Cubukcu, 2013) and affects teachers' wellbeing (Shapiro, 2010), is foregrounded in daily classroom situations.