

EVALUATING TEACHERS' VIEWS ABOUT MULTIPLE INTELLIGENCES AND DIFFERENTIATED INSTRUCTION PRACTICES IN INCLUSIVE CLASSES

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Abstract

Multiple Intelligences (MI) and differentiated instruction practices advocate that students have different learning experiences, needs, interests and readiness. In inclusive classes, there are needs of inclusive students for effective methods and techniques in terms of satisfying their needs about sense of belongingness and worthiness. Therefore, it is important for teachers to use MI and differentiated instruction practices in their inclusive classes so that students can be successful in their learning experience. The purpose of this study is to determine teachers' views about MI and differentiated instruction practices in inclusive classes. The study was conducted with 27 teachers. Research findings were collected with "Semi-Structured Interview Form", was developed by the researchers. According to research findings, it was appeared that teachers thought that MI and differentiated instruction practices had used in inclusive classes; however, teachers had limited knowledge about these applications.

Keywords: Multiple intelligences, differentiated instruction, inclusive classes, teacher.