Let's Chat... *about*
Inclusive Education

Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler

Guest:
Tiffany Gallagher
Professor, Faculty of Education
Brock University
St. Catherines, ON

Tiffany Gallagher is a Professor in the Department of Educational Studies at Brock University in Ontario. Prior to this role, Tiffany taught in two school boards in Northern Ontario. Then, for 13 years, she was an administrator in private practice supplemental education providing remedial instruction for students with learning difficulties.

She is recognized for her research that aims to enhance the learning of students with literacy difficulties and learning challenges. She specializes in survey design and case study methods. Within the past few years, she has worked closely with two school boards in the Niagara region of Ontario as a consultant researcher for projects that these school boards were implementing in the areas of professional development, and literacy for struggling students. Supporting the professional learning of teachers through instructional and inclusion coaching are also a focus of her work.

Longitudinal, multi-varied participant perspectives are the cornerstone of Tiffany's research projects. Her work seeks to inform targeted audiences such as students, teachers, administrators, and policy makers. She has published more than 60 refereed articles/chapters, as well as eight books. Tiffany is also the Director of the Brock Learning Lab that offers community-based tutoring for K-12 students and mentors undergraduate volunteer tutors.

Key Issues in this Chat Session:

1.**Leveling the Playing Field:** Tiffany views educational technology as a way of leveling the playing field for students. All learners can use technology so that they have what they need to learn effectively.

2.**Embracing the Technology:** A major change Tiffany has noted in the past five years is that teachers are more eager to learn about the technology that is available to them that can be incorporated into their lessons. The current increase in online learning has contributed to a significant decrease in teacher hesitancy towards new technologies.

3.**Technology is for All Students:** Tiffany asserts that the pandemic has taught us that technology is helpful for the learning of all students. Tiffany remarks that using technology is, "just how we learn now". This will decrease the sense that students who use technology are "different" from their peers with the negative effects this implies.

4.**Making Resources Known to Parents:** There is an abundance of instructional resources available for learners, however Tiffany has come to realize that far too often, parents are not aware of them. Tiffany has been working towards creating a guide for parents that includes current and appropriate information about resources for students experiencing barriers to learning.

Potential Discussion Questions (before viewing):

1.What do you understand educators mean when they refer to "assistive technology"?

2.Have you or one of your classmates been provided with "assistive technology" to facilitate learning? Please describe what that involved.

3.What has been your personal experience using instructional technology? In what ways has the increased use of technology affected you?

Potential Discussion Questions (after viewing):

1.Do you think the changes to educational practice that occurred during the covid pandemic will be sustained in the medium and long term?

2.Should schools ensure that every student has access to a full range of instructional technology to help "level the playing field"?

3.Do you believe it is possible for there to be too many technologies or too many resources for learners? Do you have any ideas on how best to get the right resources to the right students?

More from Tiffany Gallagher:

- Bennett, S., Gallagher, T.L., Somma, M., White, R., & Wlodarczyk, K. (2020). Transitioning from segregation to inclusion: An effective and sustainable model to promote inclusion, through internal staffing adjustments, and role redefinition. In J. Goldan, J. Lambrecht & T. Loreman (Eds.), International perspectives on inclusive education. Volume 15: Resourcing inclusive education. Emerald Publishing. ISBN: 978-1-800043-457-8 https://www.emeraldgrouppublishing.com/

- Delorey, J., Specht, J., Fairbrother, M., Ismailos, L., Villella, M., Charles, E., Vanderloon, M., Gallagher, T., Howell, G., & Whitley, J. (2020). Experiences that shape pre-service teachers' inclusive practice beliefs: A group concept mapping study. International Journal of Inclusive Education, 1-16. https://doi.org/10.1080/13603116.2020.1862403

- Bennett, S., Gallagher, T.L., Somma, M., & White, R. (2020). Transitioning towards inclusion: A triangulated view of the role of educational assistants. Journal of Research in Special Education Needs, 1-11. https://doi.org/10.1111/1471-3802.12508

- Ismailos, L., Gallagher, T.L., Bennett, S., & Li, X. (2019). Pre-service and in-service teachers' attitudes and self-efficacy beliefs with regards to inclusive education. International Journal of Inclusive Education, 22(2), 175-191. https://doi.org/10.1080/13603116.2019.1642402

- Bennett, S., Dworet, D., Gallagher, T., & Somma, M. (2019). Special education in Ontario schools (8th Ed.). Highland Press.

- Gallagher, T.L., & Bennett, S. (2018). The six 'P' model: Principles of coaching for inclusion for inclusion coaches. International Journal of Mentoring and Coaching in Education, 7(1), 19-34. https://doi.org/10.1108/IJMCE-03-2017-0018

- Gallagher, T.L. & Ciampa, K. (2020). International perspectives on teacher candidates and in-service literacy teachers' self-efficacy and collective efficacy. Palgrave Macmillan. ISBN 978-3-030-47820-9 DOI 10.1007/978-3-030-47821-6. https://www.palgrave.com/gp

Checkout this Special Commentary from Tiffany Gallagher and her daughter Victoria Gallagher:

- Gallagher, Victoria, & Gallagher, Tiffany (2018). Victoria and Tiffany Gallagher: Our Story, in Inclusive Education Canada, https://bit.ly/38xy8QI