


Chapter 1

A Perspective of Requirements for Trainers in the Application of Artificial Intelligence in Inclusive Education

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ABSTRACT

Advances in technologies which has led to the use of Artificial Intelligence have further caused disruptions in learning processes and learning outputs. A process that is in with the expectations of the fourth industrial revolution. While learners with disabilities are not expected to be left behind the in use of technology for educational and psychosocial wellbeing, there is currently existing efforts globally to infuse the AI in the teaching learners with special needs in inclusive schools. However, while such efforts seem promising, teachers of such learners may lag in the technical capability required to fully deploy AI for inclusive pedagogies. Therefore, based on the assumption of the social learning theory (Bandura, 1969), this chapter advance the need for training of relevant teachers in inclusive education in the use of Artificial Intelligence for inclusive teaching in schools. We provided a process model for adoption by trainers that will aid the training of inclusive education teachers in the adoption and use of AI or inclusive pedagogies in inclusive schools.

INTRODUCTION

The last three decades have witnessed ever increasing changes in the educational sector. Such changes have been informed by educational designs, curricula, pedagogy, and assessment processes in a manner that aims to positively influence teaching and learning activities. Interestingly, dynamics brought by the various modification in education have always led to ever increasing debates for or against various policies and implementation processes. Until now, among various and relevant stakeholders such as teachers, policy makers, policy implementers, school administrators and even parents and students alike, such debates within educational sector continues unabated. There is no doubt that such ever evolving education debates have favored development of workable pedagogical strategies and curricula that are informed by the needs of the society which is geared toward the holistic development of learners in general. While learners are at the center of all educational policies, learners with special educational needs also remain a critical point of reference in all decisions made in favour of education across the globe (Adigun, 2021). As noted by Adigun and Mngomezulu (2021) learners with special educational needs are a heterogenous group of individuals who require additional educational and behavioral supports to optimize learning opportunities and outcomes. The group of learners with special educational needs therefore include those with Autism, intellectual disabilities, learning disabilities, those who are deaf and/or hard of hearing, with visual impairments, orthopaedically disabilities, behaviour disorders and those identified as

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