



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Education



# Multisensory teaching: The missing link to successful inclusive education

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# Outline

Inclusive Education



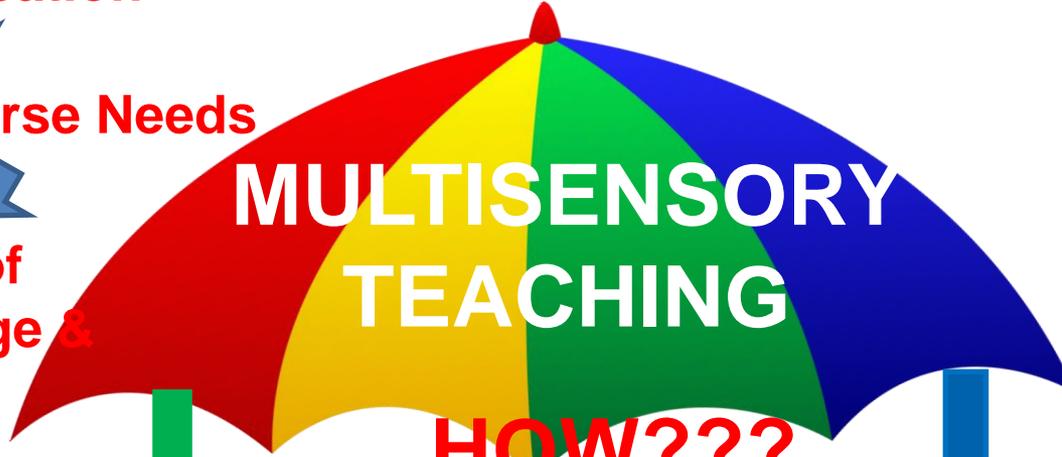
Diverse Needs



Lack of knowledge & skills



Training



**MULTISENSORY  
TEACHING**

**HOW???**

**Learning Styles**



**Methods**



**Strategies**



**PARADIGM SHIFT**

**WHAT???**

**FUN  
FUN  
FUN**

**REWARDS**

**LIFELONG LEARNING**



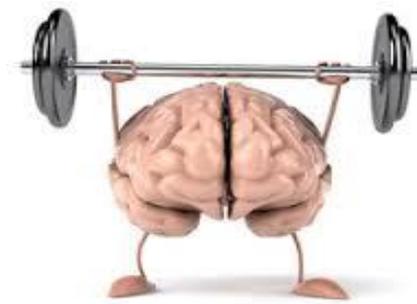
# Introduction



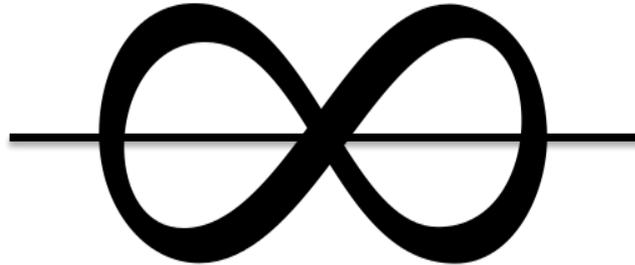
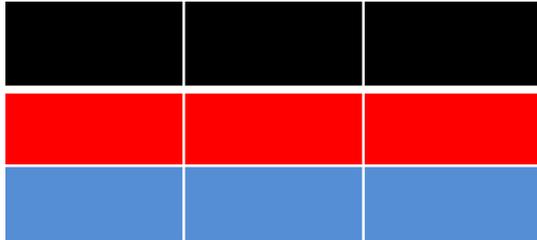
- Since the adoption of an inclusive education policy as a way to address barriers to learning in the education system in South Africa, its implementation has been hindered by **teachers' lack of knowledge and skills** on how to design and present the curriculum in ways that meet the **diverse needs** of learners in their classrooms, ensuing in improper training and facilitation.
- It is imperative that teachers should be properly **trained in a variety of teaching methods and strategies** to support learners' strengths and address their diverse needs. These teaching methods and strategies entail a **multisensory approach** as a starting point, **active and collaborative learning** (engaged learning), **learner-centred approaches** and a **flipped classroom**.
- Research revealed the importance of a multisensory approach to teaching in an inclusive classroom, claiming its success. Multisensory teaching requires a total **paradigm shift** to teach the way our learners perceive information.
- This paper provides practical suggestions about how multisensory teaching may be implemented successfully to enhance **lifelong learning**, making it an unforgettable experience.



# Learning styles



## Seating in class



- Use spoken language and like stories, rhymes and their own voices to listen at all times.
- Have no need for note-taking but listen intently to oral presentations and assignments. They will also talk to themselves or read assignments aloud.
- Should preferably sit in the middle of the classroom and it is not necessary for them to maintain eye contact with the speaker at all times.



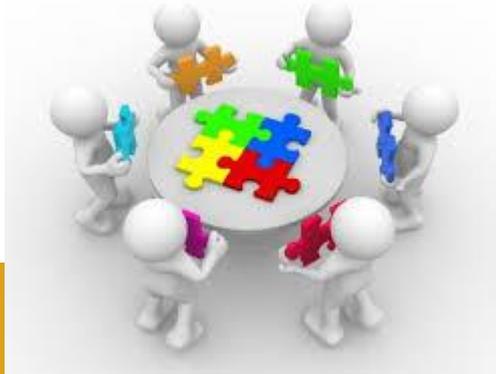
- Use visual resources such as pictures, colors, posters, models, diagrams and flow charts, notes, films and flip-charts.
- Need to make regular notes.
- Should preferably be seated in the front of the classroom so that they can see everything

- Use movement, group work, demonstrations, active learning, contact, feel, hold, and do.
- Need to be active all the time, busying themselves with, for example, drawing.
- Should preferably be seated at the back of the classroom where they can cause minimal disruptions.



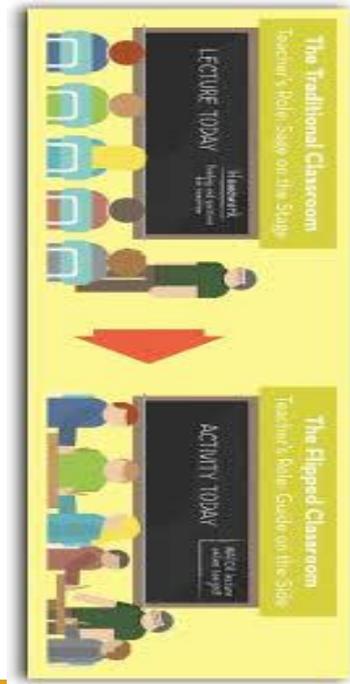
# Strategies

- Multisensory approach
- Learner-centred approach
- Active learning
- Collaborative learning and support groups
- Creativity
- Flipped Classroom
- Jigsaw approach
- Differentiated learning



"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert



# Methods

- Role play
- Dancing, Rap
- Collage
- Building models
- Debating
- Videos
- Presentations
- Group discussions
- Playground



... AND  
**ACTION!**



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# Thank you

