



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

Design a learning unit

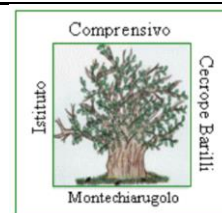
Section of the training module/D

*A pedagogical sheet is the description of a learning sequence.
It aims to mobilize and acquire skills (knowledge, knowing how to be and how to do).
It can be built with reference to current and innovative pedagogues.*

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Title : *Design a learning unit*

General definition / Brief description of the content

A guide to design learning units according to the principles of inclusive teaching.

Use/Area of application

This guide lends itself to be used to design learning units in the primary and secondary school (students aged 5 to 19 years).

Principles and theoretical foundations

The growing awareness of the heterogeneity of the classes, in their normal composition, makes necessary an inclusive education that satisfies everyone's needs. An evolution of ordinary teaching is necessary to respond adequately to differences and difficulties. An inclusion of quality needs quality teaching, more quality in the normal situations that we all meet at school (ie in teaching); Dario lanes speaks of "special normality" that is an educational-didactic normality made richer, continually enriched with those little big details necessary for someone, but useful to everyone.

The objective of inclusive education is: "to make all pupils reach the highest possible level of learning and social participation, enhancing the differences present in the class group". [...] (see fiche ressource: FROM SPECIAL EDUCATIONAL NEEDS TO AN INCLUSIVE DIDACTICS).

Presentation of the methodology

Definition of objectives, knowledge (knowledge) and skills (know how).

The definition of the objectives is a fundamental phase of the didactic planning. When you are preparing to design a learning unit, in fact, the main thing to do is to identify the goal you want to achieve. It must be clear, precise and measurable.

Once the objective has been defined, the knowledge and skills necessary for achieving it will be identified accordingly.

The spaces

For greater effectiveness of the teaching action, it is necessary to structure the space at any time in a functional way to the organization and the aims of the work by arranging, from time to time: single tables, tables for 4-5 people, U tables, table round, circle chairs, semi-circle chairs, sitting on the floor etc.

The times: phases of the didactic-cognitive process

1) Educational contract

The emotional and cognitive distance of the teacher is an element that can hinder and not facilitate learning; on the contrary, the emotional and cognitive closeness of the teacher can facilitate learning.

The training contract is the explicit and participated declaration of the school's work. It is established, in particular, between the teacher and the student.

Informing the class about the contents or negotiating them, building together the objectives of their action, anticipating or establishing together the working method means giving back to the students the dignity of people as active beings in the educational processes; offer real opportunities for democracy, increase willingness to learn, motivation to cooperate; transfer to pupils, albeit gradually, some of those "powers" that the teacher generally exercises in solitude with consequent irresponsibility, disinterestedness and dependence of the same.

2) Start-up phase

This heating phase aims to:

- To bring out any positive expectations about what one hopes to become capable of doing, or negative feelings or tensions.
- To bring out experiential precognitions, already acquired knowledge.
- Anticipate and visualize the topic as a whole to build shared preconceptions, exposing students to gradually more difficult experiences.
- Facilitate subsequent understanding with explanations on specific terms, keys to reading, more abstract general concepts.

This phase allows the teacher to identify which prerequisites to reinforce, on which aspects to focus more on, how to customize the subsequent phases.

3) Real learning phase

With the first two phases the teacher prepares the optimal conditions so that real learning can be realized and therefore the achievement of the goal by all.

Teaching is the action capable of guiding the processes of representation of reality; it is the professional action through which the knowledge deemed necessary and valid is made available to the pupil's learning.

The teacher plays the role of tutor and mediator who does not mechanically determine the learning process that takes place according to the pupil's own times and ways.

The teaching / learning process is carried out through the teaching by the teacher of teaching mediators. They are arranged between reality and representation, between the subject and the learning object.

Elio Damiano speaks about four mediators: active, iconic, analogical, symbolic.

The mediators closest to the external reality are active mediators, that is, direct experience.

The second mediator in order of distance from reality is the iconic one. It is represented by drawings, photos, maps, models and models, but also films, videotapes, or dynamic images.

The third mediator is the analogical one: dramatizations, simulations, role plays.

Finally, in order of distance from external reality, the symbolic mediator is placed: letters, numbers and other types of symbols to represent variables and their relations.

TABLE for the analysis of the educational mediators of E. Damiano
REPRESENTATION AXIS (order of distance from reality)

Representation of reality

ACTIVE	ICONIC	ANALOGICAL	SYMBOLIC
a) Explorations "to see", exercises for making contact	a) "Spontaneous" design, visual material for documentation	a) Dramatization in the role play (subjects)	a) Discussion aimed at summarizing / approving information collected, the teacher's narration
b) Exploration according to an observation plan, exercise to create organs from semi-finished products, assembly, etc.	b) Preordained drawing according to content plan / chosen code, analysis and interpretation of selected images	b) Dramatization in the role play (subjects)	b) Narration (listening, reading, writing) of more or less complex events, written synthesis, narration of the pupil
c) Reconstruction (mime, conservation) of an experience to focus and examine it	c) Graphic-figurative codification of more or less complex events (starting from other languages, verbal or not)	c) Execution of scripts (subject to canvas)	c) Definition of concepts, formulation of judgments
d) Experiment (with selected and alternating factors), an exercise to devise, design, make objects	d) Schematization of concepts, maps, paths, events ... according to graphic connections (perceptual organizers)	d) Analysis and discussion of a game, aimed at identifying the rules	d) Reflection on language, on discursive practices, on procedures, aimed at identifying rules
e) Exploration for control of predefined knowledge, exercises to apply / control	e) Schematization and control of previous knowledge and experience	e) Simulation aimed at the application and control of previous knowledge and experience	e) Application and control of rules (metacognitions) learned previously

DAMIANO E., Didactic action. For a theory of teaching, Armando, Rome, 1993, pp. 213-228.

A characteristic of all mediators is relativity: each of them has its own mode of recalling reality, but none of itself is sufficient to fully understand it.

The integration of the four types of mediators makes the didactic action flexible: each mediator has limits and makes reductions but the others intervene by recovering and compensating these limits. Furthermore, the integrated use of the models makes it possible to adapt to the cognitive styles of the pupils while simultaneously stimulating those that are less present in them.

Damiano, moreover, insists on the integrated use of all mediators on a non-linear path from active to symbolic, but reticular, or that implies returns to the mediators closest to reality even once they reach the most distant.

Besides the importance of teaching mediators, it is useful to underline how the activities can be proposed by the teacher according to various learning models:

- Imitative: observation, phase analysis, design of a new task to be performed, execution, self-evaluation.
- Inductive or by discovery: identification of rules by solving a problem.
- Deductive: the presentation of rules to the application exercise with immediate feedback.

4) Verification phase

In order to guarantee a training evaluation, that is an assessment for learning and not learning, the teacher will prepare different methods of verification according to levels of competence.

At this stage it is also important to treat the emotional aspect of the tests to reduce the levels of anxiety that can affect the results of the tests themselves.

In this sense it could be useful to communicate what is expected to be known, to suggest study techniques, to share and anticipate moments / characteristics of performances, as well as evaluation criteria, to encourage pupils to attribute their success to their commitment.

Bibliography and sitography

fiche ressource: *From special educational needs to inclusive teaching*

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