Cap sur l'école inclusive en Europe

Erasmus+

Resource sheet

Survey of inclusion methodologies

Section D/Training module

1. **Starting observation**

According to inclusive didactics, teachers are supposed to know a great amount of methodologies and techniques which may allow each student to learn in the most proper way. Do teachers have these competences?

2. Procedure - demonstration

We would like to show that knowledge and practicing different methodologies can simplify and reassure teaching.
Baseline sources are classic pedagogical texts, from Dewey to Vygotskij, from Bruner to Gardner, from Freinet to Morin.

3. Context

Some of these methodologies can be applied in contexts with a flexible and not strict organization.

4. Limits

Some methods imply spending money to buy materials, computer equipment and setting up appropriate rooms.

5. Perspectives

A wide methodological competence makes teachers more professional and helps society to become more democratic.

INCLUSION METHODOLOGIES

The set of methodological competences is a kind of toolbox teachers can use both while programming activities and during the lesson itself.
A very important starting point is the Theory of Multiple Intelligences by Howard Gardner which has led to the concept that learning happens when methods adapt to resources that each student really has.
In addition, Constructivism has given teachers the possibility of practicing a not prepacked teaching, not based on simple knowledge transmission.

The real knowledge occurs only with personal experience and not with storage of data, formulae or texts. According to this theory therefore, the individuals learn to draw up the knowledge starting from their personal experience and desire to build the knowledge. The teacher merely creates the right conditions to make it happen.
An effective way of learning is the cooperative learning when students learn together helping each other and taking advantage of all their abilities.
Lev Vygotskij claimed that learning takes place better when supported by classmates or educationalists. Group work can be very successful if the teacher makes students cooperate and prevents group leading. In order for that to happen and to have the contribute of every single student , there are different techniques:

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for example assign to everyone a task which will be shown and explained to the group and the rest of the class, or display an activity called puzzle or experts methodology.

- It is an activity divided into three steps:

a. Independent study by each pupil
b. Creation of groups of experts
c. Group teaching/learning

Procedure for a class of 25 pupils:
- you prepare the material which can bedefined autonomously
- you divide the topic into five parts
- you divide the class in groups of five
- each student in each group studies separately one of the five parts

- you create five groups of those experts who have studied the same parts
- the experts clarify the task and plan the work
- the pupils return to the previous teaching groups where they put into practice the work plan drawn up by the experts.
The teacher must ultimately check what the students have learnt, the progress made and the problems occurred.

There are other methods proper for group working: workshop, learning by discovery, case study.
They are procedures requiring a good structuring and they provide the instruments to students to achieve results or solutions.

In particular with learning by discovery and case study, you apply in practice a problem posing and problem solving based approach, which is the drafting of anissue and the search for its solution as it happens in everyday life.

During the workshop, learning occurs by doing, experiments and experimental activities that promote creativity.

The educational method is particularly suited to developing a sense of responsibility, self-esteem and reflection upon their competences.

The typical model of the educational project proposed by Karl Frey is the preparation and execution of a working plan in 5 stages.

1. Gathering ideas(by the use of brainstorming) and assuming a project.
2. Drafting of a working plan (with division of tasks, identification of times, places and locations)
3. Performance of the project, with production of objects and texts.
4. Interruption of activities when needed to solve practical or technical issues, to readjust the working plan, to face possible conflicts, to evaluate and assess the work carried out, to encourage group interaction.
5. Conclusions: positive or negative project assessment (possible feedback to the early stage), presentation of the results, production of an exhibition, paper and on line publications etc…

The cooperative method is adopted also in inter-classes or open-classes lessons, where teachers propose an interdisciplinary issue which will be expanded by the students of the two classes.

Role-playing helps represent issues of particular interest which may be debated and evaluated by different performers.

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Being in each other's position helps build up the divergent thought, helps reflect on the behaviour and better understand the world around us.
Role-playing can be used in teaching foreign languages with superlearning or suggestopedia method in three stages:

1. Listening to the teacher reading slowly a text(original language version with translation) possibly with musical accompanimentat 60 bpm
2. Practice and individual consolidation (with baroque music accompaniment)
3. Assignment of parts to each student
4. Construction of dialoguesduringsituations

Sometimes it is however necessary to establish individualized teaching that may take into account the competences of each student. It is appropriate in this case to prepare an individual working plan for pupils with specific tasks and consequent follow ups and reinforcements of what has been learnt. In individualized didactics it is necessary to adapt teaching to pupils' characteristics and their different learning styles.

Personalized teaching provides, as an alternative, for pupils' greater responsibility because the learning plan is entirely managed by learners according to the their objectives and skills.

In personalized teaching both cognitive, social and emotional areas are involved.

In specific cases the teacher may use the frontal lesson in accordance with certain rules:
- It should not be longer than 20 minutes
- It should include feedbacks either during the explanation or following the end.

During frontal lesson it may be appropriate to use additional information instruments or preparatory material such as summary schemes, spider-grams, maps, summary tables, etc…
The mostly used technical explanation is the RER technique, the statement of the Rule or of the general issue of the lesson, the Example or consolidation and finally the repetition of the Rule with examples.

The objectives of the lesson should be specified before starting.
During the lesson short tasks may be proposed in order to check the comprehension, whereas at the end it can be required an assessment of the explanation.

During the frontal lesson it is important to consider also some aspects about Microteaching, as the tone of voice, the way of communicating and moving around, the attitude towards the audience, a good approach.

An effective and sound methodology is the so-called Pedagogy of Environment. It concerns the guided discovery of the historical environment of the city either through historical, artistic and landscape contents, or through personal emotions and involvement.
The teacher prepares a file with short explanations and information for research activities.
In order to achieve a good understanding, it is necessary to activate the 5 senses and creative activities, as the free composition of notebooks, the production of collective texts, the drawing and the realization of artistic objects.
Different instruments can be used to study and identify details which may be considered by participants as useful opportunities for their activity(photography, mirror, frame, drawing and painting material…)
The use of information technology is particularly appropriate for groups guided research that can interact with each other and with the teacher through specific e-learning platforms.
A classic method is the virtual survey, duly prepared in advance by the teacher, which contains the introduction to the issue, the objectives to achieve, the task, the procedure, resources to draw from, the ongoing and final self-assessments of the work carried out.
The activities shall be conducted including and cooperating with one another.

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