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## Inclusion and technology integration within the INTELED pedagogical framework

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# INTELEd's main objectives

- Academic/Social inclusion of students with disabilities - Promoting Inclusive Education (from theory to practice)
- Creating opportunities for ALL students (with and without disabilities) through a pedagogical and methodological framework that is driven by the embodied learning theories and the use of the multisensory technologies

# Lesson plan design within the context of the INTELed European project

- **Question 1:** How does the lesson plan I design contribute to the academic/social inclusion of students with disabilities?
  - Axis 1: Inclusion of students with disabilities
- **Question 2:** How does the lesson plan I design integrate the embodied learning technologies in a way of creating learning opportunities for ALL students?
  - Axis 2: Scenarios for integrating multisensory technologies



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## Axis 1: Inclusion of students with disabilities

# Types of studies in INTELed

1. Studying in general classroom without disabilities
2. Studying in general classroom with mild type of disability (which may not have been formally diagnosed yet)
3. Studying in general classroom with a personalized support provided by a special education teacher or a speech therapist
4. Studying in special unit and partial inclusion in general classroom
5. Studying in special school

# What is/is not Inclusive education?

- Inclusive education is a philosophy, a path towards the unification of ALL students
- Spatial integration of students with and without disabilities but their separation in education and equal learning opportunities - is not Inclusive Education
- Whenever I think how not to exclude a student...Whenever I think of ways to include ALL students in the learning process, I come closer to the notion of Inclusive Education and contribute to its accomplishment.

# Convention on the rights of the children with disabilities: Article 24

- All member states stand by Inclusive Education: People with disabilities are not excluded from general education
  - Qualitative - free of charge education
  - Adaptations – Necessary modifications in order to ensure that children with disabilities enjoy or equally exert their rights
  - Personalized support when needed in order to promote academic and social gains.

# Qualitative education

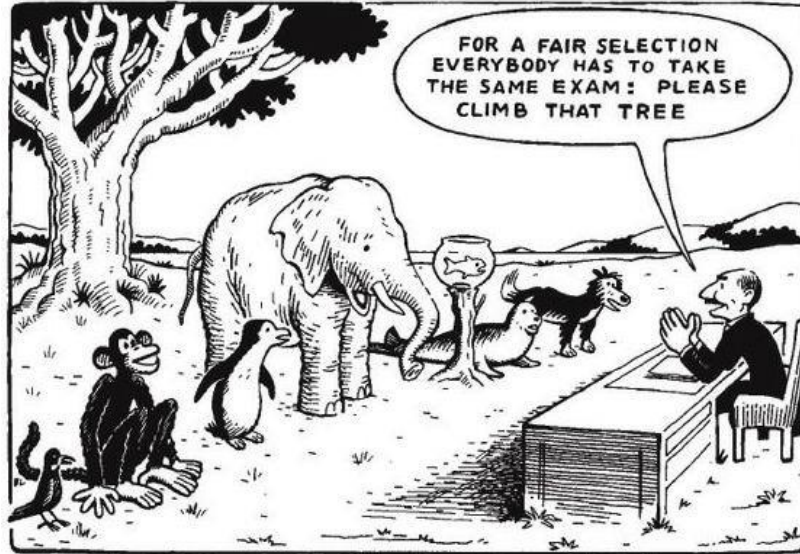
- Qualitative education exists when ALL students, without exceptions, learn and improve themselves





# Differentiation & Learning adaptations

–Necessary modifications in order to ensure that children with disabilities enjoy or equally exert their rights and freedom



# Personalized support

- Personalized support, especially for students with severe disabilities, could be construed as learning in separated context
- Common practice: The special education teacher supports children on an individual basis
- However, individualization and differentiation during teaching can be realized also in the general classroom

# Inclusive education: Vision or Utopia



<http://www.youtube.com/watch?v=vAZsQkx75BI>



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## Axis 2: Integration scenarios for embodied learning technologies

# Integrating innovative technologies in the educational context

- The integration of innovative, educational technologies in authentic school contexts, entails big challenges
- For successfully integrating each technology in the educational context the following axes must be taken into consideration:
  - o Relations/Dynamics
  - o Personal development
  - o The impact of technology [Capabilities and technology limitations]

# Relations/Dynamics

- The relations/dynamics developed around the technological application are quite important:
  - Students' social interactions
  - Teacher's support
  - Students' engagement/involvement

# Personal Development

- Personal development through the pedagogical approaches used in relation to the technological application:
  - o Reflective activities
  - o Inquiry based learning / Investigation
  - o Collaborative activities
  - o Collaboration & Competition

# The impact of technology

The impact of technology on the classroom environment as a “system”. What is changing? What does remain stable? How does the balance can be maintained?

- Level of innovation
- Level of difficulty in handling the technology
- Level of teacher’s control
- Classroom organization/orchestration techniques



# Capabilities & limitations

- Innovative educational technologies have many capabilities and limitations e.g. embodied learning digital environments
  - Capabilities: Human body involvement, learning through movement, playful activities, attractive technologies and interfaces contribute to immersion
  - Limitations: Fewer opportunities for collaboration within the application, specialized-expensive equipment, technical issues: motion detection limitations (e.g. accuracy, time response for feedback)
- It's important for the teacher to take into consideration both capabilities/limitations

## Partners



Universidad de Valladolid

## Supporters



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