

ICLUSION AND ONLINE LEARNING IN THE MIDDLESCHOOL IN PANDEMIC TIMES (ITALY)

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Introduction. Working in inclusive schools is a great challenge that we have been tackling in Italy for over 40 years.

In this time, many new strategies have been implemented and also constant changes.

The closure of special schools has been, in retrospect, a courageous decision that has been adopted by more and more countries over the decades.

The outbreak of the Corona pandemic has also put pressure on our inclusive school system.

I would like to use this presentation to examine the reaction of my inclusive classes and analyse the advantages and disadvantages of online teaching in the inclusive school system and answer the following questions:

What has been the impact of online teaching on inclusive classes?

Online teaching has already been introduced in many schools within the first lockdown weeks. Not across the board, because each school has had to organise itself independently. In the name of school autonomy, schools have been able to control their own funding and resources. Where the school could not intervene, voluntary associations stepped in. The internet connection has usually been the biggest hurdle, especially in the beginning.

Relation with families

It turned out that suddenly families supported their children much more and came closer to the school universe.

This support, which has been forced to happen, has led to parents becoming more involved with their children.

At middle school age, it is mostly the mothers who are our interlocutors, but as we have worked through the internet, it has increasingly become the fathers.

In the online sessions, parents reported that they themselves got to know their children better.

Socialising and peer relation

Class cohesion has increased.

Usually students have Whatsapp groups that are not inclusive. Again and again we hear about students who are excluded and suffer from it. In this context, new Whatsapp groups have been created with all students, including students with disabilities.

The students' willingness to discuss has increased. The constant exchange has promoted the basic elements of democratic thinking.

Online teaching has also promoted respect in the community, because the rules of conversation are automatically respected online.

Bullying episodes among students have been significantly weakened during this time.

Attention, concentration and obeying school rules

Students with concentration difficulties, who are easily distracted, participated more actively in the online tasks than in ordinary classroom lessons. It can be seen that students who can only work in a very quiet atmosphere were able to demonstrate their skills.

Testing (and cheating): Students with memory difficulties were able to express their reasoning and thought processes better thanks to the online test and felt less the component of time pressure.

Language skills: English language skills have increased.

Conclusion. I don't want to conclude that online teaching is better than face-to-face school, also because there is no accurate data available in this short time, I just want to point out that some hurdles have been overcome and going back without a reflection would be a big mistake.

Literature:

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СПЕЦИФІКА ДИТЯЧО-БАТЬКІВСЬКИХ СТОСУНКІВ У РОДИНАХ, ЯКІ ВИХОВУЮТЬ ДІТЕЙ З ВАДАМИ

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Проблема дитячо-батьківських стосунків у сучасній психології є однією з найактуальніших. Це обумовлено впливом мікросоціальних умов на процес формування особистості дитини та її соціалізації. Характер сімейних стосунків визначає особистісний розвиток людини та обумовлює успішність соціалізації особистості дитини.

Соціальна адаптація дітей з комплексними порушеннями розвитку безпосередньо залежить від батьківської поведінки. Недоліки пізнавальної діяльності дитини перешкоджають становленню її повноцінної взаємодії з батьками, що ускладнює