

**THE INCLUSION CHALLENGE.
E- LEARNING AND
COMPETENCE-BASED DIDACTIC
APPROACH**

**LA SFIDA DELL'INCLUSIONE.
E-LEARNING E DIDATTICA PER
COMPETENZE**

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Abstract

Social inclusion is an aspect of participation and therefore pertains to the democratic growth of the Country. It is necessary to change the teaching method, based only on the transmission of notions, in favor of a knowledge construction based on personalized paths. One way to achieve this knowledge is the acquisition of skills through the integration of E-learning and situated learning. This methodology appears consistent with the indications issued by the European Union on the subject of lifelong learning.

A possible concrete approach in this regard has been identified in the Contem.Pl.Art - Contemporary Plastic Art Case History, a learning unit that aims to create a contemporary art exhibition with the works produced by the students.

L'inclusione sociale è un aspetto della partecipazione e quindi attiene alla crescita democratica del Paese. È necessario cambiare il metodo di insegnamento, basato solo sulla trasmissione delle nozioni, a favore di una costruzione della conoscenza basata su percorsi personalizzati. Un modo per raggiungere questa conoscenza è l'acquisizione di competenze attraverso l'integrazione dell'e-learning e dell'apprendimento situato. Tale metodologia appare coerente con le indicazioni emanate dall'Unione Europea in materia di lifelong learning.

Un possibile approccio concreto in tal senso è stato individuato nel Contem.Pl.Art - Contemporary Plastic Art Case History, unità didattica che mira a realizzare una mostra d'arte contemporanea con le opere prodotte dagli studenti.

Key Words

Inclusion, participation, skills, education, training, teaching, e-learning, European Union, learning, Competence-based didactic approach, lifelong learning, learning environment, situated learning, learning by doing, empathy, creative thinking, coding, problem solving, soft skill.

Inclusione, partecipazione, abilità, istruzione, formazione, insegnamento, e-learning, Unione Europea, apprendimento, Approccio didattico basato sulle competenze, apprendimento permanente, ambiente di apprendimento, apprendimento situato, learning by doing, empatia, pensiero creativo, programmazione, problem solving, abilità morbida.

Introduction

The global pandemic has caused a difficult period for the various educational and training agencies and has highlighted the need for a planning a horizon of meaning which has the concept of inclusion as a permanent background. This novelty has done nothing but make more evident the injustice of a situation that constantly leaves behind categories of subjects who should, instead, always be monitored and protected.

Therefore, it is necessary to question the forms and ways through which social inclusion in the cultural agenda of the country is made truly effective.

One of the necessary conditions for inclusive action to be fully manifested in the common feeling of citizens is participation that must be understood as a co-essential element of democracy.

On this premise, the warp of the plot of the Italian Constitution develops which, in every single part, urges citizens to behave actively to achieve the objectives shared by the community. The extraordinary sense of reality of the Italian Constitution is fully manifested in the second paragraph of the third Article: *"It is the duty of the Republic to remove the obstacles of economic and social nature, which, by limiting the freedom and equality of citizens, prevent the full development of the human person and the effective participation of all workers in the political, economic organization and social issues of the country "*.

Therefore, a vision of human being marked by a "relational" character emerges and finds the reason and instrument of his humanity in the relationship with other subjects.

However, what, are the conditions for participation to take place in full?

Participation needs certain conditions to be met for it to develop. The first is attention, the second is the ability to feel oneself and others.

Attention and participation.

The great technological progress has led a large part of the world population to be increasingly connected at an unimaginable speed until recently. And this extraordinary progress seems to be accelerating more and more. An infinite number of information that can be used at a supersonic speed,

available twenty-four hours a day, seven days a week. But what is the cost of all this speed and all this willingness to know? Nobel laureate Herbert Simon stressed that "*In a world rich in information, this abundance of knowledge results in the lack of another resource: the scarcity of what information consumes. What information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention, and a need to allocate that attention efficiently among the overabundance of information sources that might consume it*" (Simon, 2019).

The threshold of average attention has dropped and continues to drop more and more. According to a research carried out by Microsoft in Canada in 2015, in 2000 the threshold of the attention of individuals was on average twelve seconds, in 2015 it was eight seconds. Less than that of goldfish (which is nine seconds). Individual study in the dizzying increase in the use of smartphones is the primary cause of the progressive deterioration of the attention span of individuals. It is clear that this condition is rapidly changing the way human beings interact.

This brief digression allows for a first conclusion: in the modernity of the internet, participation risks disappearing precisely on the most relevant issues, that of effective relationality, and consequently, of affectivity. This leads to the second condition of participation, that is, feeling the others and, with them, oneself.

According to an important line of thought, today we are satisfied with emotion, that is the emotional reaction generated by a gesture and that only a few people take time to give structure to emotions, transforming them into feelings. Which takes a very long time. But this work is essential for building participation. Participation is like a feeling: it must be nurtured and structured through real confrontation with the other (Goleman, 1995).

Participation in the democratic life of the community of individuals is a necessary condition for an effective inclusion that constitutes the horizon of meaning on which to develop not only relationships, but also the structures of knowledge.

Education in caring for others is, therefore, the basis of inclusion. Education and training must use, today more than ever, of all the means and tools to ensure the inclusion and enhancement of all individuals.

The perspective of inclusion.

One of the most common errors is to direct the inclusive act only towards those who visually show physical or mental discomfort, forgetting to pay attention to those who do not show their difficulties. For this reason, only the SEN definition, Special Educational Needs, is sufficient to demonstrate that inclusion can become a need for anyone and at any time. It is important to note that only the definition of SEN also admits a temporary condition of difficulty. In fact, if the definition embraces cognitive and / or motor disabilities, specific developmental disorders of various kinds and discomforts following cultural, linguistic and socio-economic elements, it is not difficult to include, among these categories, all those who experience difficulties linked to a particular life moment that complicate and disturb the growth process.

Education and training agencies are called upon to recognize discomfort and estimate the needs associated with it, to implement actions that support the individual.

Inclusion is not a subject to be analyzed, but an objective to be achieved which must represent one of the founding elements of the active citizenship of individuals.

In the didactic sphere, the theme of inclusion is too often left to the interpretation of teachers who are not adequately trained in this regard. Therefore, a permanent didactic training full of practical examples would be needed, capable of activating new cognitive processes capable of creating new didactic paths in which the goal should be the achievement of an internalized, profound competence and not the repetition of abstract concepts, not very applicable to everyday life. This is not meant to suggest abandoning theory and general concepts, but to suggest a different model of their production and use.

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Today, the training activity requires an extremely detailed structuring of the contents that will be the subject of learning and of the methodologies for evaluating results. With E-learning, these actions are carried out in virtual learning groups and this learning is based on collaboration between the members of the groups themselves. Therefore, collaboration represents one of the pillars in the new educational policies of the European Union.

A "learning environment" consists of a wide range of tools that allow all members of the community to create autonomous, independent paths of knowledge, which allow them to exploit their knowledge to produce new ones and to be able to have a cognitive structure solid but, at the same time, flexible. A learning environment "is a place or a space where learning takes place ... and is composed of the learner and a" place "where the learner acts, uses tools, collects and interprets information, interacts with other people "(Wilson, 1996).

Direct consequence of the learning environment is situated learning.

Situated learning is an educational approach for which knowledge is built through a process of constant exchange between the subjects of the learning group and the context in which they operate. This approach contrasts with traditional teaching because there is no transmission modality of knowledge, but it is carried out its construction.

Theoretical approaches, typical of traditional education and training agencies, involve the study of the abstract notion, in order to achieve pre-established objectives. The learner's individuality is manifested only in determining the effort to achieve the expected results. It is therefore necessary to manage the contents to be learned so that they have real value for users. The approach must be able to internalize the heart of that area of knowledge and not its simplified adaptation for school users. Therefore, the proposed activities should be characterized as authentic experiences, as close to the real world as possible, similar to the problems faced in specific professional fields. Therefore, it is a question of interfacing with real problems, not "scholastic" abstractions.

The philosopher and pedagogue John Dewey first organized this didactic model. The core of his theories is Learning by doing. Learning means to get in touch with the object by modifying it. This modification does not develop in a disordered and instinctive way, but by reflecting on what you want to achieve, actively elaborating the ideas that arise from creative thinking, ordering them and then

organizing a sequence of actions through a coding procedure, a methodology designed to educate people to think. computational. Students are not, therefore, passive users, but become protagonists of the learning process. Thus, manual work takes on a very high value because it allows you to internalize, to experience knowledge, applying it to the so-called "reality tasks", problem situations, to be solved using knowledge and skills already acquired, putting into practice problem-solving skills and different skills within social contexts moderately different from those familiar to traditional teaching practice. The emblematic example is that of the experimental elementary school in Chicago which Dewey organizes in the form of a permanent laboratory with carpentry workshops, kitchens, physics and chemistry laboratories to highlight that knowledge is not such if it fails to develop skills and competences (Dewey, 1949).

Life Long Learning and Key Skills of Active Citizenship.

The European Union has developed a list of key competences and basic activities to foster inclusive training and lifelong learning.

The European Parliament and the Council of Europe have conceived and developed the key competences in the Recommendation entitled "Key competences for lifelong learning — a european reference framework" (Recommendation 2006/962 / EC). Key competences and basic skills are those that everyone needs for personal fulfillment and development, employment, social inclusion, active citizenship and are the result of the union of knowledge, skills and attitudes that enable the individual to adapt to the numerous, and often sudden, social changes.

As reported by the European Commission for Education and Training in the Recommendation of 22 May 2018, to promote key competences, the aim is to:

- provide quality education, training and lifelong learning for all.
- support teaching staff in implementing competence-based teaching and learning methods;
- encourage multiple learning approaches and contexts in a lifelong learning perspective;
- explore approaches to assessing and validating key competences.

The Recommendation identifies eight key competences necessary for personal fulfillment consistent with a healthy and sustainable lifestyle, for employability, active citizenship and social inclusion:

- functional alphabetic competence;
- multilingual competence;
- mathematical competence and basic competence in science and technology;
- digital competence;
- personal, social competence and the ability to learn to learn;
- social and civic competence in matters of citizenship;
- entrepreneurial competence;
- competence in cultural awareness and expression.

Through the assimilation of these skills, citizens will be able to study, deepen and communicate efficiently when they propose and interpret problems in different areas. They form the foundation for lifelong learning and therefore must be acquired during the compulsory education and training course. Together with the key competences, the European Union indicates the so-called "soft skills" or transversal competences: "abilities that allow citizens to act consciously in a deeply complex social context and to face the challenges posed by increasingly digitized and interconnected organizational models" . (Recommendation 2006/962 / EC).

Furthermore, the European Council, with the aforementioned Recommendation, has also summarized, in a single matrix, the transversal competences, thus providing a complete and structured framework based on the specific elements of competence. The framework is organized according to four semantic areas:

- Personal and social competence and the ability to learn to learn, in short, refers to the ability to manage one's own learning, to lead a healthy life from a physical and mental point of view to create the conditions suitable for working well in a team, to act in a complex situations and manage interpersonal dynamics in an inclusive and constructive perspective.
- Competence in matters of citizenship: those skills that allow you to participate in civic life thanks to an understanding of the different structures and rules that articulate society, with particular attention to the issue of environmental sustainability.
- Entrepreneurial competence, on the other hand, consists in the ability to think, manage and develop projects that bring social, cultural or economic value and which therefore represent an opportunity for the well-being of society.
- Finally, competence in cultural awareness and expression implies understanding and respecting ideas and meanings expressed and communicated differently by different social contexts, through various cultural, creative and artistic forms. This implies an understanding of one's role in society and a commitment to express a sense of one's function.

The World Health Organization identifies 10 soft skills grouped into 3 macro-areas:

- Emotional skills: self-awareness; emotion management; stress management.
- Relational skills: empathy; effective communication; effective relationships.
- Cognitive skills: problem solving; to make decisions; critical thinking; creative thinking.

Soft skills are of fundamental importance in the learning process as they increase the learner's awareness of their own personal growth. Furthermore, they stimulate reflexive and behavioral skills which are indispensable for acting in social and work contexts; they involve, in fact, processes of thought and cognition but also of behavior.

In the perspective of lifelong learning, these skills are characterized by the high degree of transferability to different tasks and environments, thus equipping the student with skills that allow him to increase the quality of his actions and implement effective strategies for the different situations in which he will find himself operating. Furthermore, it is essential to highlight the importance of soft skills, especially in a self-orienting function: the student must be able to obtain and internalize feedbacks on his strategies and use them to reorganize his ability to orient himself in different contexts.

In summary, transversal skills allow students to increase their culture with knowledge, skills and attitudes that allow them to act adequately and effectively in the complexity of the situations in which they operate.

Competence-based didactic approach and learning units.

The distinctive feature of soft skills involves, for the school, a paradigm shift in teaching methodology, aimed at increasing the synergy between formal, informal and non-formal contexts in which learning takes place. The emotional relationship becomes central in the educational process and assumes substantial importance in lifelong learning. Like the teaching methodologies, also the monitoring of the training path, and therefore the evaluation methods, must adapt to the characteristics of the soft skills. All this also implies recognizing a central position to individual and group interviews, simulations and other active methodologies (role playing, project work, etc.) compared to traditional evaluation systems. The evaluation, in fact, can no longer only highlight the goals and skills achieved, but must necessarily take charge of the degree of awareness internalized by the student. Student who, first, must be able to estimate how much this awareness is. For this reason, participation is fundamental: to be able to make autonomous and conscious choices in the contexts in which you are going to act.

A practical example of the planning of didactic paths for competences is given by the Learning Units. They are interdisciplinary paths designed and structured in order to achieve both the specific learning objectives and the internalization of active citizenship skills connected to them.

The learning units are developed with an extremely practical approach, in fact they start from a careful analysis of the starting situation, that is, from the actual learning abilities of the learners and establishes the objectives, skills and knowledge to be achieved from the outset. Also from the beginning, the learning units define the concrete modalities of the actions that, according to an educational model mainly based on research, students must carry out in groups or individually. In addition, they establish which tools will be used and outline the criteria and timelines for evaluating the results achieved.

Case History

The case history of the article is based on a National Operational Project carried out at the Salvatore di Giacomo scientific high school in San Sebastiano al Vesuvio (NA) in 2014. The title of the project is Contem.Pl.Art - Contemporary Plastic Art.

The Contem.Pl.Art learning unit has as its object the realization of a contemporary art exhibition with works produced by students.

The learning unit involves various courses, including Art History, Italian and Civic Education. In the project, the specific learning objectives are explicitly connected to the European competences of active citizenship.

The specific learning objectives indicate the knowledge (the knowledge) and the skills (the know-how) that all the schools of the Nation are invited to organize in educational and didactic activities aimed at the concrete and detailed increase of the competences of the learners starting from their abilities. In this sense, as explained in art. 8 paragraph 1, point b of Presidential Decree 275/99, they are "related to the competences of the students", that is, they aim at the competences to be promoted,

although not identifying with them, but placing themselves towards them in the relationship of means to an end.

The drafting of the work plan of a learning unit constitutes the guide within which the trainer orientates himself for the realization of the project.

Work plan	
Name	Contem.Pl.Art Contemporary Plastic Art Creation of works of art Exhibition set up Exhibition tour planning
Targets	<ul style="list-style-type: none"> • Creation of works • Realization of works • Planning of the visit itinerary • On-site display of the prepared itinerary • Analysis sheet of the single works
Competencies	<ol style="list-style-type: none"> 1. 1. in communication in the mother tongue: reading and understanding complex texts of different nature, grasping the components and nuances of meaning of each of them in relation to the typology and the relative historical and cultural context. Express yourself orally with clarity and properties, adapting the exposure to the different contexts. 2. 2. Learning to learn: use a flexible working method - use the tools of artistic practice in study and in-depth activities, as well as in the creation of works 3. 3. Civic and social competences: reading reality critically. Knowing how to define problems and identify possible solutions. Knowing how to critically read and interpret the contents of the various forms of communication. 4. 4. Spirit of initiative and entrepreneurship: using cultural and methodological tools in the course of study to tackle situations, phenomena and problems with a rational, creative, planning and critical attitude. Identify and solve problems; make a decision 5. 5. Awareness and cultural expression: knowing how to benefit from the creative expressions of the arts and the means of expression. <p>The path is complex and therefore there are also many skills that come into play during the</p>

	<p>various phases, however, among the fundamental skills, the design one is highlighted together with the competence relating to the recognition of the artistic-architectural heritage. Heritage to be read in a diachronic and synchronic sense, with the acquisition of analysis and interpretation of the evidence proposed during the learning unit.</p>
Abilities	Knowledges
<p>Identify data and information in the proposed materials (works of art, critical texts, technical manuals), make inferences, understand the internal logical relationships. Organize and motivate a reasoning, in order to reconstruct, in broad strokes, a historical or cultural phenomenon.</p>	<p>Techniques for reading works of art and texts of various kinds; how to consult manuals and online resources; strategies and methods of reading.</p>
<p>Read the artistic works using appropriate method and terminology; recognize and explain the iconographic and symbolic aspects, the stylistic characters, the functions, the materials and the techniques used.</p>	<p>Planning, drafting and review; linguistic registers to be used according to the different contexts and communicative purposes; specific languages.</p>
<p>Build the path of realization of a simple project with attention to the potential of teamwork:</p> <ol style="list-style-type: none"> 1. planning the phases of the project, actions, times, resources available and to be found 2. establishing action strategies 	<p>Information management; simple planning tools</p>

<p>Knowing how to play your role in a group activity. Exercise confrontation and assumption of responsibility, decision-making autonomy.</p>	<p>Techniques of</p> <ul style="list-style-type: none"> • cooperative learning • team building • team working
<p>Recipients</p>	<ul style="list-style-type: none"> • Last year of high schools and art institutes • Entire school year
<p>Prerequisites</p>	<p>Knowing how to search for sources, with guided activities;</p> <ul style="list-style-type: none"> • knowing how to read sources of different types, with guided activities; • knowledge of a general historical-artistic reference framework.
<p>Application phase</p>	<ol style="list-style-type: none"> 1. Presentation of the activity through the form for the student and first artistic approach to the works. 2. Creation of works of art or performances for individual students or small groups. 3. Creation of the necessary materials list. 4. Realization of the works or performative choreography 5. Preparation of the work sheet for the analysis of a work / performance 6. Compilation of works analysis sheets 7. Design of the exhibition spaces 8. Preparation 9. Design of the exhibition tour 10. Practical verification of the tour 11. Presentation to the public
<p>Time</p>	<p>100 hours</p>
<p>Activated experiences</p>	<ul style="list-style-type: none"> • Work in a team • Realization of works • Build analysis and observation sheets (design; choose parameters) • Lead your companions • Exhibit effectively

<p>Methodology</p>	<p>Lectures: the first activities will be dedicated to the study of the history of twentieth century art.</p> <p>Cooperative learning: students will be organized in cooperative groups dedicated to different expressive modes (painting group, installation group, performance group) within which the following roles are established:</p> <ul style="list-style-type: none"> • group leader (organizational function of group work); • secretary (function of recording the work); • controller (function of controlling behavior and effectiveness); <p>Pragmatic: the activity focuses on:</p> <ul style="list-style-type: none"> • concrete experiences; • ability to take initiative; • solution of any problems.
<p>Internal and external human resources</p>	<ul style="list-style-type: none"> • Students • Artists
<p>Tools</p>	<ul style="list-style-type: none"> • PC for collecting general information; • Canvas; • Mixed materials; • Art history texts; • Articles from specialized journals; • Catalogs; • Photocopies of the prepared cards.
<p>Evaluation</p>	<p>It consists of various moments:</p> <ol style="list-style-type: none"> 1. evaluation of teamwork in terms of process (how they were able to interact, overcome problems, help each other, respect roles, etc.) 2. evaluation of group and individual work in terms of product:

	<ul style="list-style-type: none">• Evaluation of the works• Analysis and observation sheets• Determination of the visit route• Exhibition <p>3. Individual learning assessment which is achieved through:</p> <ul style="list-style-type: none">• Communication and socialization of experiences and knowledge• Cooperation and willingness to take on tasks and carry them out• Decision-making autonomy
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Conclusion

Integrating knowledge, skills and abilities is the goal of life long learning. It is necessary to have a clear overview of the competences highlighted by the European Union to proceed in the right direction. It is equally important, however, to maintain a flexible attitude in order to provide training that allows the individual to apply what he has learned in different situations.

The e-learning tools allow an easy programming of inclusive educational activities. In fact, compared to traditional teaching, these offer the possibility of accessing the work environment at the most appropriate times, taking place in a digital and network context. Furthermore, the speed of learner-teacher interaction allows for the personalization of learning rhythms. The network makes it possible to share and collaborate between multiple subjects who can interact in virtual classrooms or online work groups (Perissinotto, Bruschi, 2020).

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