RELIVING CORPOREALITY AND INCLUSION THROUGH NEW FORMS OF LEARNING

RIVIVERE LA CORPOREITÀ E L'INCLUSIONE ATTRAVERSO NUOVE FORME DI APPRENDIMENTO

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ABSTRACT

This contribution aims to draw attention to the role of the body in the digital world within educational processes and those of inclusive teaching and learning, which induces reflection and "understanding" of the differences and diversities of each and every one in their uniqueness and singularity (D'Alonzo & Monauni, 2021).

Usually, learning that is expressed through digital media represents an alternative to traditional learning, that is, learning that is manifested through print and analog media.

The use of technologies to support teaching-learning (Ferri & Moriggi, 2018; Rivoltella & Rossi, 2019; Sibilio, 2020), as a means of mediation between humans and their environment (Mariani, 2020), can then enable the process of co-construction and co-management of knowledge to be addressed (Bellantonio, 2015), through a progressive mediation of knowledge content and tools, cognitive functions and processes.

Il contributo si propone di richiamare l'attenzione sul ruolo del corpo nel mondo digitale all'interno dei processi educativi e in quelli dell'insegnamento e dell'apprendimento inclusivo che induce a riflettere e a "comprendere" le differenze e le diversità di tutti e di ciascuno nella propria unicità e singolarità (D'Alonzo & Monauni, 2021).

Di consueto, l'apprendimento che si esprime attraverso i media digitali rappresenta un'alternativa all'apprendimento tradizionale, ovvero quello che si manifesta attraverso i media a stampa e analogici.

L'utilizzo delle tecnologie a supporto dell'insegnamento-apprendimento (Ferri & Moriggi, 2018; Rivoltella & Rossi, 2019; Sibilio, 2020), quale strumento di mediazione tra l'uomo e il suo ambiente (Mariani, 2020), può allora consentire di far fronte al processo di co-costruzione e co-gestione della conoscenza (Bellantonio, 2015), attraverso una progressiva mediazione di contenuti e di strumenti della conoscenza, di funzioni e processi cognitivi.

KEYWORDS
Corporeality, inclusion, learning
Corporeità, inclusione, apprendimento

Introduction

The reflection on the relationship between body and mind has stimulated a debate that has prompted a part of philosophy to give greater weight to the spiritual sphere, reducing corporeality to a marginal role (D'Elia, 2011).

Corporeality represents the fundamental dimension of the human being, since it is through the body that the individual interacts with the world and with others, gaining awareness of self and one's existence.

The concept of corporeality cannot be reduced to a mere biological aspect, but should be understood as a dimension involving the cognitive, emotional and relational spheres of the human being. Indeed, the body is not only a material object, but also a subject that acts and perceives; it is expressed through the symbolic and cultural dimension, that is, through the representations and social practices configuring the meaning of the body in society (Lo Presti, 2016).

The centrality of the body, in particular, must be recognized in regards of a person with disabilities in the construction of his or her identity, in order to promote a more integrated and harmonious vision of the person (Spadafora, 2018). The inclusive perspective induces reflection and consideration of new methods, aspects, and models to "understand" the differences and diversities of each and every person in their uniqueness and promote the belonging and active participation of all people, including those with disabilities, in order to contain possible forms of discrimination and exclusion and overcome the disabling barriers that characterize daily life.

Corporeality is the basis of interpersonal relationships and the construction of a sense of community, since the body is what connects individuals and creates emotional and social bonds.

The body underscores the importance of the subject's active role in all educational and training processes, culminating in the idea of education that enhances the cognitive role of the body and action (Rosa and De Vita, 2017). Current research expands the cultural and pedagogical conception of the body as a dimension that is not only identified with the physical aspect of the person. In this perspective, corporeality represents the totality of the human being, experienced and perceived in a multiplicity of nuances, sensations, activities and pathways that start precisely from the body: playing, thinking, expressing emotions, communicating, loving are all activities that would not be possible without the essential contribution of the body (Mariani, 2020).

In this view, bodily education refers to the unified sense of education, which aims at self-recognition and self-acceptance through the appreciation of the body's infinite expressions. Until recently, the body was regarded as something secondary to cognitive processes and mental understanding. In recent years, however, this position has been reversed, and more and more studies emphasize the importance of the physical body in cognitive processes. In fact, a new theoretical perspective has developed according to which natural language comprehension occurs through the reactivation of brain areas mainly dedicated to perception, movements and emotions (Bellantonio, 2017).

The training of teachers, particularly support teachers, must be geared toward the acquisition of knowledge and skills that are fundamental to creating an educational environment in which students feel that they are active participants in their own reality. The learning process consists not only in the absorption of notions, but in the construction of awareness of these notions, which can only take place through the use of one's skills. Through movement, it is possible to stimulate cognitive activity and also solicit the other areas in which the individual's personality develops. Therefore, both teachers and students must possess psychomotor skills to foster effective and comprehensive learning (Sibilio, 2011).

The role of the body in learning and personal development is increasingly recognized as essential in education. Because of its ability to actively interact with its surroundings, the body becomes a true actor in human learning. It provides a point of connection between the individual and the outside world, enabling the creation of a comprehensive and engaging educational experience. After analyzing the role of the educational process of people with disabilities between corporeity and inclusion pathways through digital didactics, the focus will be on the new forms of inclusive learning best suited to foster inclusion pathways aimed at the adoption of a physical and motor practice that is «for all» and «of each» (Corsi, Giaconi & Aparecida Capellini, 2022). The inclusive quality of educational pathways, that is, the ability to guarantee the right to education as a fundamental right of the person, is the main aspect with respect to which to promote paths of innovation at school (Zurru, 2022).

1.The importance of emphasizing corporeality in digital education

Corporeality as a fundamental aspect of human experience, including our movements, tactile sensations, visual and auditory perception and other sensory experiences, should be analyzed and deepened especially as a learning experience related to the issues of digital inclusive education (Spadafora & Fabiano, 2022).

By its nature, digital learning is often devoid of bodily elements, so a sectorally trained teacher will need to develop careful planning that will prepare fertile ground where the digital will enrich the lesson without detracting from the role of the body (Bellantonio, 2015). Students may spend hours a day sitting in front of a computer, interacting with information only through a screen, and this can lead to disembodied learning and a lack of emotional engagement. After some static activities, a lesson in movement can be proposed to children, that is, a psychomotor lesson that, through movement and play, promotes the harmonization of emotions, the body and some cognitive aspects by recognizing psychomotor play within the educational relationship as a natural and specific space to foster the integration of thoughts, emotions, relationships and personal stories. Since the memory of lived experiences accumulates in our bodies, it is crucial to recognize the importance of children's bodily experience in the psycho-educational field. Through bodily experience, children can create and reframe stories, retelling past events and relationships they have experienced. This reframing process enables them to integrate their experiences more deeply and develop a greater awareness of themselves and others.

Enhancing corporeality in digital education means creating learning experiences that engage the body, making learning more engaging and memorable (Ferri & Moriggi, 2018; Rivoltella & Rossi, 2019; Sibilio, 2020). Creating models in three dimensions or manipulating virtual objects in a virtual environment (Spadafora, 2018) can provide a sense of spatiality and physical control that can make learning more intuitive and engaging (Rivoltella, 2021).

The use of new media in education is increasingly widespread, and the important thing is to approach this educational reality consciously and critically. New media can offer significant opportunities for education, but they also present challenges and risks. Thus, there is a need for appropriate digital education for both students and teachers in order to effectively and consciously use digital technologies in education. The relationship and interaction between teachers and students in the digital age must be based on collaboration, sharing and dialogue. Digital technology can facilitate student communication and participation, but it can also

pose a risk of isolation and distraction. The use of new media in education is an opportunity to be seized, but it requires critical thinking and adequate preparation to avoid risks and take full advantage of the potential of digital technologies.

Technology in the service of teaching can thus completely revolutionize the way schooling is done, but there is a need for profound renewal and a new understanding of the role of the teacher. Radical change seems impossible and is not even desirable, but a gradual transition between veteran and new teachers, trained for fruitful use of new technologies, will serve to ensure a good synergy between traditional and digital teaching, highlighting how the body in learning is the central element (Pattaro, 2018).

In digital learning, the body plays a crucial role, as it is closely linked to our sensory and cognitive experience. Although learning takes place through digital devices, our body remains a key actor in the whole process. The posture we adopt, our posture and level of attention directly affect our ability to learn and concentrate. In addition, the use of hands and other body parts while interacting with various digital devices such as keyboards, mice or touch screens can have an impact on how we perceive and assimilate information. The social and emotional aspects constitute essential elements of learning, requiring direct involvement of our bodies. For example, nonverbal communication (Murdaca, 2022), through facial expression or tone of voice, is crucial for understanding and effective communication within the digital context.

The promotion of corporeality is a reminder of the healthy lifestyle. Looking at the contexts where technology has completely absorbed the user, engulfing them and making them dependent and succubus one can realize how harmful digital becomes when misused. Sedentariness and asociality are just two of the most common aspects of poor media use.

Being aware of one's body and physical health positively influences our mental health and overall state of well-being (Gomez Paloma, Raiola & Tafuri, 2015). Movement and exercise are key to maintaining good health and preventing disease, but also to reducing stress and anxiety, improving mood, and promoting higher self-esteem. Taking care of posture is important to prevent musculoskeletal problems and improve physical health.

2.Innovation of educational processes with an eye towards inclusiveness

The advent of the information society has led the teacher to face new and interesting problems. The consumption habits and social relationships of young people have changed, as have the strategies for acquiring and seeking knowledge (Romeo, 2022). This entails for the teacher not only the need to acquire technical skills to use technology, but also to develop the critical capacity to guide students toward its informed use.

The advancement of digital technology has made it possible to use innovative tools to help the teacher create more interactive and engaging learning environments to encourage bodily expression and foster inclusive teaching.

The new technologies available, such as word processing, multimedia presentations, educational games, virtual and augmented reality, e-learning and mobile learning, have made school a more engaging environment for young, digital natives who, unlike their peers 10 years earlier, experience a school that is more attentive to their needs, where in the past the use of technology was limited, to a large extent, to computer classrooms (Lazzari, 2018).

Interactive digital games can be used to engage students in playful activities that require physical movement and stimulate their creativity, and used in smaller environments than those required for group movement activities such as classical motor education activities.

Virtual Reality and Augmented Reality (Rivoltella & Rossi, 2019) are technologies that enable the creation of virtual environments and objects that can be used to enhance the bodily experience.

By ensuring an immersive experience in simulated environments, it is' possible to use Virtual Reality to create real situations and interact with them. Useful settings can be recreated according to the subject practiced, which is why one can climb the roof of Mount Everest with the geography teacher and walk through the tunnels of an Egyptian pyramid with the history teacher, avoiding traps and dangers, thus succeeding in engaging the class and administering notions in an enjoyable way. The activities experienced virtually firsthand, will be internalized and give students the feeling of having really lived some experiences, because the body perception will be that of having really been in those environments.

The creation of virtual laboratories allows students to perform experiments without the need for expensive or dangerous equipment, simulating situations that would not be feasible in reality; students could perform a nuclear physics experiment where they can see the evolution of the reaction in real time.

Augmented reality can be used to visualize objects in 3D (Rivoltella & Rossi, 2019) making it easier for students to understand how things work such as visualizing the model of a cell or molecule, allowing them to examine the building blocks with a more real-world perspective.

Motion analysis technologies have the potential to revolutionize the field of educational assessment. These technologies can provide objective, quantifiable data on student performance, allowing teachers to assess their learning more accurately and provide personalized feedback, as well as identify and address any coordination problems or motor dysfunctions.

The use of motion sensors can enable teachers to collect data on students' motor skills during physical activity and analyze their performance. Sensors can be worn or placed on sports equipment, such as trampolines or balls, and can record data on speed, acceleration and other relevant measures. Motion analysis software enables analysis of motor performance and can be used to analyze video recordings (Calvani, 2018), or motion sensor data providing detailed analyses of motor performance. These data can be used to identify areas of strength and weakness in examinees and to design customized training programs.

Motion analysis technologies also enable monitoring of pupils' attention during lessons. Another highly effective digital technique is the use of video tutorials and online lessons. Teachers can create videos to provide learners with information on training techniques (Cusano & Fidanzio, 2018), healthy eating tips, and more, material that can be accessed at any time. Video tutorials in motor skills allow students to be guided through a series of movements, encouraging them to follow the teacher and express themselves through movement. The advantage of the video is that it is also usable at home, and the children can learn at their own pace; and, if they wish, they can watch it again even after some time has passed.

The use of digital tools and techniques to enhance the body has significant advantages. First, these tools make the lesson more interesting, encouraging students to be more participatory. Second, they can help develop motor and cognitive skills, improving coordination, creativity and problem-solving abilities.

From fitness apps (Collea, 2018) to online classes, these technologies can provide a personalized learning experience, helping to develop motor and cognitive skills and take care of one's body. However, it is important to use these tools consciously and responsibly, making sure to tailor activities to the needs of pupils by encouraging them to participate outside the school setting even in outdoor physical activities.

Conclusions

So that every pupil can feel accepted and, at the same time, stimulated in learning processes and actively participate in school life, the school must be a promoter of appropriate inclusive pathways of diversity and able to ensure the educational opportunities functional to the development of basic skills of all students to facilitate their inclusion process. Participation and belonging, which is related to social inclusion, as manifestations of active citizenship, need to increase in innovative school contexts, based on shared educational opportunities, and enjoyed by all, that respond to the right to diversity and strive to eliminate barriers and obstacles to learning and cultural, social and educational participation.

The vision of inclusion aims to change perspectives from the cultural models of the past to build new ones, highlighting the most critical aspects of inclusion itself, especially in the school setting.

Moreover, in helping to implement initiatives to promote educational environments that ensure the educational success (Lisimberti & Montalbetti, 2015; Domenici, 2017) of everyone and each pupil considered in his or her singularity and difficulties, the inclusive school is oriented toward the plurality and differentiation of educational pathways, the valorization of all pupils, the promotion of a culture of respect, which is the starting point for meaningful change, the enhancement of the opportunities, resources and different abilities of each pupil.

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