



PEDAGOGY AS A WAY OF CREATING CARE RELATIONSHIPS IN EDUCATION: INCLUSIVE PATHWAYS THROUGH DIGITAL LEARNING EXPERIENCES AND ART CLASSES

UNIVERSITIES:

Sapienza Università di Roma in partnership with:

Aix-Marseille Université

Universidad Autónoma de Madrid

DATE:

10th June 2022

17th June 2022

24th June 2022

1st July 2022

8th July 2022

15th July 2022

22nd July 2022

▶ **15:00 - 18.30 CET**

LANGUAGE:

English, Spanish, French, and Italian

TARGET GROUP:

Bachelor and Master Students, Teacher Training Students will be a target group to a maximum of 400 participants.

ONLINE PLATFORMS:

Google Classroom

FACILITATORS:

Marco **MONTANARI**

Fernando **MARTINEZ de CARNERO**

María Montserrat **VILLAGRÁ TERÁN**

Maria **IMPEDOVO**

Brice **LE ROUX**

Elena **GARAYZÁBAL**

Irene **HIDALGO DE LA GUÍA**

Registration link

BRIEF DESCRIPTION:

This is a webinar series based on 7 webinars designed to showcase some pedagogical approaches for an inclusive pedagogy toward students with special needs, with an emphasis on approaches adopting the Triological Learning Approach, an IP-based b) Methodology-based pedagogical innovation c) Skill-based pedagogical innovation. The webinars will be held in different languages, but all teachers will provide feedback in English. All teachers will also provide students with summaries in English of the contents they will talk about. If requested, some webinars would be offered in both languages.

The webinars (4 hours each) will be:

- ▲ Introduction to the Triological Learning Approach and its role in inclusive education (English, URoma)
- ▲ The digital learning challenge: Learning Special Needs and Universal Design of Learning principles (Italian, URoma)
- ▲ Practical Strategies for Teachers to online support students with Special Needs (Spanish, UMadrid)
- ▲ Robotics in education and implications for students with Special Needs (UMarseille)
- ▲ Teaching Heritage and Art to students and adults with disabilities as a way to foster inclusion and stimulate their soft skills (French, UMarseille)
- ▲ A Study Case on teaching Heritage to students with cognitive disabilities and its therapeutic effects (Italiano, URoma)
- ▲ The importance of assessment: individualized education projects and the quality of life aspects (Spanish, UMadrid)

Pedagogical approaches such as Triological Learning can contribute significantly to creating a care relationship in education among trainees (adult or young people) and trainers. The webinars will introduce some theoretical concepts and will provide practical examples of inclusive pathways through digital learning experiences and art classes.

When talking of care relationships in education, we have to consider that artistic knowledge and its practice provides people with disabilities a means of expression that allows them to achieve and cover the need for social recognition derived from the creative effort, which is a great emotional help, gives them confidence and provides



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them with knowledge, illusion, favors their creativity and enriches their relationships with others and with the world, providing them with significant improvements in their quality of life.

According to the Acheson report (1998), the field of arts would constitute a very important type of intervention to overcome and correct social and health inequalities and is very beneficial in the recovery of the person contributing to the quality of life; although the report was specifically focused on the hospital environment, it is easily extrapolated to other areas such as disability. Some studies show that therapy through artistic manifestation and humanistic knowledge helps to raise awareness of one's emotions, fosters the ability to express them, and improves behavioral well-being (Ho et al, 2020).

Humanistic therapy and education focus on the positive qualities of the person. The therapist or teacher shows an empathic attitude (respecting emotions and giving positive reinforcement) and guides individuals to focus on their skills and possibilities in a way that makes them feel more capable, proactive, and confident. In this sense, working with different artistic manifestations encourages thinking and planning, facilitates access to creativity, to express emotions, to get self-confidence in oneself, to be motivated, while developing the ability to listen, enhancing problem-solving skills through decisions taken, and improving verbal and nonverbal communication and expression abilities.

From this perspective, the learnings that the individuals carry out are significant and lead to changes in their personality, attitude, and behavior since what they have developed and learned have been done by themselves.

The objectives are:

- ▲ to provide an introduction on inclusive pedagogical strategies in a digital environment;
- ▲ to encourage students to exchange with researchers from multiple universities;
- ▲ to encourage exchanges between teachers at the different Civis universities;
- ▲ to engage disabled students in CIVIS to be actively involved.

As concrete outcomes, we hope to make teachers more sensitive on the inclusive aspects in adopting some practical strategies we will talk about during the workshop and give CIVIS an original entry on engagement and sense of belonging of disabled students.

Marco MONTANARI, research fellowship and lecturer at Sapienza University of Roma. He has been actively participating in multiple national and international formative and research projects about the technology of education, inclusion, and professional development: in a special way: the Erasmus Plus CommonS (Common Spaces for collaborative learning project, 2014-2017), the Horizon 2020 Up2U (H2020-ICT-2016-1, 2017-2020) and the Erasmusplus Supporting Success for All -Universal Design Principles in Digital learning for Students with Disabilities (2020-1-PL01-KA226-SCH-095777). He has skills in Italian, French, and English language, helpful to engage students in the multilingual discussion too. He collaborates as a psychologist with Casa Santa Rosa, a center for people with cognitive disabilities.

marco.montanari@uniroma1.it.

<https://www.linkedin.com/in/marcomontanari/>

Fernando MARTINEZ de CARNERO is a professor of linguistics and president of the Three-year Degree Course in Tourism Science at the Sapienza University of Rome. He has been a member of the Erasmus Plus CommonS (Common Spaces for collaborative learning project, 2014-2017), Up2U (H2020-ICT-2016-1, 2017-2020), and Supporting Success for All -Universal Design Principles in Digital learning for Students with Disabilities (2020-1-PL01-KA226-SCH-095777). He is also the project director of Gnome – Creation of a Paremiologic Multilingual database.

fernando.martinez@uniroma1.it

<https://sites.google.com/uniroma1.it/fernandomartnez-eng/home>

María Montserrat VILLAGRÁ TERÁN is Researcher at Sapienza University of Rome in sectoriality, multimodality and technodocency. She works in the development of the research project “Applications of innovative computer technology for research and didactics in the field of culture and literature in Spanish language”. She participates in the Erasmusplus Project Supporting Success for All -Universal Design Principles in Digital learning for Students with Disabilities (2020-1-PL01-KA226-SCH-095777)
Email: montserrat.villagra@uniroma1.it



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Maria IMPEDOVO Ph.D. is Associate Professor at ADEF Laboratory, Aix-Marseille University, France. She teaches at the INSPE School of Education at Aix-Marseille University, France. She has been actively participating in multiple national and international formative and research projects about the technology of education, inclusion, and professional development. She has skills in Italian, Spanish, French, and English language, helpful to engage students into the multilingual discussion too.
maria-antonieta.IMPEDOVO@univ-amu.fr
ORCID: 0000-0003-2172-7105
<https://www.linkedin.com/in/mariaantonietaimpedovo/>

Brice LE ROUX, Ph.D., is Associate Professor at ADEF Laboratory, Aix-Marseille University, France. He teaches STEAM and pedagogical skills. Other colleges from AMU will be involved related to the topic.
brice.leroux@univ-amu.fr

Elena GARAYZÁBAL is PhD in Linguistics. She is Associate Professor in the Universidad Autónoma de Madrid at the Linguistics Department and Speech Therapist. Her research focuses on Clinical linguistics and neurodevelopmental rare diseases.
elena.garayzabal@uam.es

Irene Hidalgo DE LA GUÍA is PhD in Spanish Language. She is a professor in the Universidad Autónoma de Madrid, Cunimad and Universidad de Castilla La Mancha at the Speech Therapy Faculty. She has a master's degree in Phonetics and her research focuses on Clinical Linguistics.
irene.hidalgod@uam.es