

# DIGITAL4ALL

A NEW APPROACH TO DIGITAL EDUCATION AND INCLUSION



Erasmus+

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# Module 4

## Contributions of the DIGIT]ALL[ project

Aims to explore:

- Objectives and methodologies
- Procedures, role play and discussion



# Aims

Objectives and methodologies.

# Objectives and methodologies

- Considering the need to promote inclusion in educational context.
- Considering the role of socio-emotional skills to promote social participation.
- Considering the potential benefits of digital technologies...

## DIGIT]ALL[ intervention aims to:

- Promote the social participation and inclusion of children in the 1st cycle of basic education/primary schools, with children from 8 to 10 years old, in the classroom, with or not special needs.
- Promote socio-emotional and digital skills, to facilitate social interactions between children with and without special needs.

# Objectives and methodologies

## **DIGIT]ALL[ intervention specific goals:**

- Know and demystify beliefs about inclusion.
- Explore the concept of Inclusion and raise children's awareness.
- Promote self and hetero knowledge, acceptance and empathy.
- Promote self-esteem and emotional regulation.
- Develop verbal and non-verbal communication skills.
- Develop social interaction skills training.

# Objectives and methodologies

## **DIGIT]ALL[ intervention is structured on:**

- 8 sessions
- Lasting 90 to 120 min.
- Each session will be divided into two shorter sessions, each lasting a maximum of 60 minutes, to be held within the same week.
- Based on group activities/dynamics (heterogeneous groups up to 8 students), to promote socio-emotional skills.
- Detailed description in the manual of the project.

# Aims

Procedures, role play and discussion.

# Procedures, role play and discussion

## SESSION 1: Welcome my friend

### SPECIFICS AIMS:

- Pre-test evaluation.
- Promote the sense of group.
- Motivate the students for the program - what can make the class a special place, of friendship and happiness.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** Teacher and students

**DURATION:** 120 min or 60min + 60 min

- Welcome word to the students and invitation to complete the pretest;
- Teacher invites all students to participate in the program "Social Inclusion - I want to be your friend. And you?"
- Considering school as a place of friendship and learning, all students are invited to get to know each other better and to realize how they can learn more with the help of their peers.
- Invites students to share in an app (ex. Lucidspark) some quality, surprise, or something they like to do in their free time (a positive secret) with the class.
- Should use humor and value how the information shared was interesting for the group.
- At the end, underline how important it was for everyone to get to know each other better as a class and how each one felt better within the group. Invite everyone to participate in the next session.

# Procedures, role play and discussion

## SESSION 2: All different, all equal

### SPECIFICS AIMS:

- Explore the value of the difference.
- Verify the impact of diversity in the classroom.
- Promote social awareness.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** students and teachers

**DURATION:** 120 min or 60min + 60 min

- The teacher recalls the previous session, reinforcing the importance of all of us knowing each other better to face challenges and to grow as a person and challenges the students to a new activity. He/she will launch a video exploring the animal world. Starting from a movie about the differences between animals, everyone is invited to watch it carefully and then carry out a small challenge.
- Thus, the teacher shows a video about the differences between animals (suggestion links in the above) and invites the students to appreciate the different animals on the planet and how each of them is important for the diversity of the ecosystem. Then, the teacher organizes the pupils in heterogeneous groups of 4 elements (different from the previous session) and invites the groups to search the internet for information about the animals. Through the Padlet platform (<https://padlet.com/>), or another tool recommended for this purpose, students must present three animals that surprise their classmates for their special characteristics (they must insert the image in the padlet and at least one distinctive feature). They then verbally present how these animals are special and how they contribute to the balance of the ecosystem (e.g. honey production capacity of bees and pollination). At the end of the activity, the teacher reflects on the value of difference and diversity not only regarding animals, but also regarding people (including each other). Students are invited to reflect at home, with their parents, on their own differences and talents. Each student is asked to select a photo in which they are doing something that makes them feel good and proud of themselves and bring it to school to use in the next activity.

# Procedures, role play and discussion

## SESSION 3: We are all special

### SPECIFICS AIMS:

- Promote self-esteem and emotional regulation.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** children in the 3rd and 4th year of primary school

**DURATION:** 120 min or 60min + 60 min

- After the teacher summarizes the previous session, the theme of this session "self-esteem and emotional control" is introduced. He/she mentions that liking oneself, feeling good about oneself is important for accepting others, making friends, collaborating, and helping. Following this introduction, activity 1 is explained: students are asked to make a short SMS message to share with their classmates: each child should imagine that they are their best friend and write a message to the class about what he/she likes about him/herself. Or alternatively, each child is asked to name the child in the class who is most like him/herself, justifying it with three positive characteristics. Alternatively, each child is asked to name the child in the class who is most like them and to justify this with three positive characteristics. Each child presents to the class the task they have completed. A summary is made highlighting and reinforcing the positive characteristics of each child.
- The children are then more aware of seeing the differences between people with a smile, accepting them. Each child is given the name of a colleague in the class to make a declaration friendship. Each child presents their friendship declaration to their friend. The child who receives the declaration of friendship is invited to express how he/she felt and to say thank you.
- In the last activity (activity 3) the class is invited to take an original photo and to name the photo together in an inclusive way.

# Procedures, role play and discussion

## SESSION 4: My difference matters

### SPECIFICS AIMS:

- Promote Self and hetero knowledge, acceptance, and respect for others.
- Promote Self-management.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** students and teachers

**DURATION:** 120 min or 60min + 60 min

- The students are asked to post the same photograph of the previous lesson on the platform named FLIP ([www.flip.com](http://www.flip.com)). In the session, the classmates are asked to place a positive characteristic on each student's profile (e.g., ask them to make a list of the students in the class and in front of each one they should place a characteristic that is different from their classmates; there can be no identical characteristics). Then, the teacher must emphasize that there are also differences among the children.
- After, again in groups selected by the teacher (different from the previous ones), the students must choose one difference (special need, ethnic, linguistic, cultural) and what it can bring to each one? On the flip platform, or another tool recommended for this purpose, the students must also comment on the difference that they have chosen, saying how it contributes to making everyone richer and happier. Finally, the teacher must reflect on the differences and similarities between self and hetero knowledge. And appreciate that each person is the result of the history of their family, the place and time where they live. And it is all this history that makes us unique and special. For home, students should reflect with their parents about the session and ask parents to point out three positive characteristics that make them unique and that can help the class be a more cohesive and friendly group.

# Procedures, role play and discussion

## SESSION 5: Extraordinary people with disabilities

### SPECIFICS AIMS:

- Promote self and hetero knowledge, acceptance, and respect for others.
- Promote social awareness about inclusion.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** Students

**DURATION:** 120 minutes or 60min + 60 min

- The teacher summarizes the theme of the previous session. And invites the students to share the three characteristics that their parents have identified that make them unique and special to the class and to their friends. The teacher emphasizes that everyone can contribute in a special way to others. And for that, he identifies exceptional cases; of people who we did not imagine would go through increased challenges, but who have become inspiring examples for their life path and the way they deal with difficulties.
- To understand how this is possible, she challenges the class to explore cases of people with special needs who have stood out for their journey and the way they have managed to cope with difficulties. To explore these success stories, the teacher presents a set of vignettes, each one about a person, challenging the groups to choose a case and create a 2-minute podcast describing the success story as well as the reasons that can help explain their successful journey. The vignettes are based on cases described in the literature (Boudah, 2017; Kent & Quinlan, 1997) but also on notable cases in the contexts close to the students' reality, serving as a motto for reflection and for the meaning attributed to adversity and the factors that can help deal with challenges to achieve extraordinary goals.

# Procedures, role play and discussion

## SESSION 5: Extraordinary people with disabilities

### SPECIFICS AIMS:

- Promote self and hetero knowledge, acceptance, and respect for others.
- Promote social awareness about inclusion.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** Students

**DURATION:** 120 minutes or 60min + 60 min

- Teachers should help students create a podcast by explaining the methodology and how to use it, as well as the different cases in a brief way so that students choose the case that interests them the most. Once developed, the podcasts are shared by the different groups and made available on the class/school media pages. The teacher should invite the students and reflect on the main idea they learned from the activity, underlining the learning potential of each one and how environmental factors, from family, school to peers, can make a difference in one's success.

# Procedures, role play and discussion

## SESSION 6: What about difficulties?

### SPECIFICS AIMS:

- Develop verbal and non-verbal communication skills.
- Develop social interaction skills training.
- Promote responsible decision-making.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** Students

**DURATION:** 120 minutes or 60min + 60 min

- The teacher should start the activity by recalling the synthesis of the previous session, underlining the potential for success that we all have and how much the school and contexts can make a difference in achieving each other's goals.
- Despite advances, the literature still reveals the limits of inclusion and situations of conflict and stigma, with some studies pointing to neutral or negative attitudes (e.g., de Boer, Pijl, & Minnaert, 2012). Therefore, to explore boundaries and opportunities for all, the teacher challenges students to explore non-acceptance situations outside the class context to foster reflection on challenging situations and what can be done to best deal with it. To do so, the teacher shares vignettes with concrete challenging situations (children with diabetes; ASD; intellectual disability or other), and challenges the class, in groups, to find strategies to help peers and include children at risk. Each group should choose one of the examples and create a short video on the Powtoon platform (<https://www.powtoon.com/>), or another similar tool recommended for this purpose, in which they present the case and what can be done to promote social participation and inclusion.
- At the end of the session, the groups share the animation videos produced and the teacher reinforces the role of the group in promoting inclusion and the importance of accepting the other in their difference.

# Procedures, role play and discussion

## SESSION 7: listen, talk, accept and be a good friend

### SPECIFICS AIMS:

- Develop verbal and non-verbal communication skills.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** children in the 3rd and 4th year of primary school

**DURATION:** 120 minutes or 60min + 60 min

- The session begins with a welcome and the facilitator, with the help of the children, summarizes the previous sessions. Then, in order to make the connection with the general theme of the program, the children watch a short film "The hare and the tortoise" (activity 1). The film is followed by a discussion about the respect for others, namely that we are all important with our own specificities. The facilitator will ask questions to spark debate such as: what characteristics does the hare have that make him special? What about the tortoise? What about the other animals that appear in the film? Am I more hare or tortoise? What did the hare learn from the tortoise? And what did the tortoise learn from the hare? What role do the other animals play in this story?
- Then, the next activity (activity 2) is presented, which allows reflection on the impact of communication on social relations. The facilitator/teacher draws up with the children a list of difficulties/challenges that exist in communication in the class (e.g. putting aside, ignoring a colleague who is slower to perform a task, offending a colleague with a comment). Afterwards, he/she presents to the children through an example (to be chosen by the teacher according to the class where he/she is applying the program) a situation demonstrating problems in communication and the impact on each of those involved and on the relationship between them (e.g. John tells Mary that she is fat; Mary becomes sad and no longer wants to go to the break to play, preferring to stay alone in the classroom). It discusses what caused Mary's attitude and how to solve the situation, which will include an apology and learning when and how to criticize.

# Procedures, role play and discussion

## SESSION 7: listen, talk, accept and be a good friend

### SPECIFICS AIMS:

- Develop verbal and non-verbal communication skills.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

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**DURATION:** 120 minutes or 60min + 60 min

In this way, the children will reflect and indicate in groups "solutions" for situations of difficulties/challenges at the level of communication. Finally, activity 3 is proposed: it is proposed to draw up a puzzle together, in which everyone is important for the execution of the task. The teacher chooses a puzzle and distributes the pieces in equal numbers to all the children. He/she indicates that they will have to complete the task successfully and with everyone's help. The teacher observes the interactions and communication records used by the pupils when carrying out the task (ideally filmed). When the group finishes the puzzle, the film is shown, which shows the way (communication and social interaction) the group used to solve the task. Everyone reflects on the positive aspects and the aspects to be improved.

- The session ends with the presentation of an intersession task (activity 4), in order to prolong the effect of the skills rehearsed in the session: the class is asked to prepare a game for everyone to play and to present it through a poster.
- The session ends with the advancement of activities and participation of everyone.

# Procedures, role play and discussion

## SESSION 8: Integration and evaluation

### SPECIFICS AIMS:

- Integration and celebration of the experience.

**FACILITATORS:** Primary school teachers and/or Inclusive Education teachers

**PARTICIPANTS:** Teacher and students

**DURATION:** 90 min or 60min + 30 min

- The teacher briefly recalls the sessions, considering what they did in each of them, until reaching the present day. He/she should identify the activities and the message that emerged from each of the groups after all the involvement.
- Based on what they have learned, you invite the students to do a joint task, producing a video celebrating the journey they have made, exploring what they have learned that can contribute to making a better world. The whole class is involved in planning the task, giving suggestions and clues for making a video on the VISME platform (<https://www.visme.co/storyboard-creator/> or POWTOON - it is a matter of assessing whether to put it here or switch the order).
- After editing, the video should be viewed by the whole class and the journey made by everyone celebrated. How everyone has grown as a group and become more united and happier.
- As a last task, they are asked to evaluate the journey they have made. For this, the same measures as in the pre-test are administered, recalling also the motivation and response of the students.
- At the end of the session the students are invited to meet and are invited to an end-of-program snack.

# Inclusion in times of crisis

- Several reports were made with lessons from pandemic crisis to education.

# Aims

- To promote social inclusion and to improve the life prospects of children and young people with SEN, through the development of learning and key competence and the promotion of inclusive, equal and participatory opportunities;

# Aims



- To develop an action methodology, facilitated by technologies and based on the synergies between Formal Education, Non -Formal Education and Informal Education, allowing education agents to work with children and young people through digital media and to promote their development;

# Aims

- To empower the education agents so that they are able to innovate, improve and complement their intervention and adjust it to the needs of children and young people, the digital age and the current world context.



# Key Takeaways for Digital All

- **Digital Integration** : Seamlessly combining technology into everyday processes enhances efficiency and productivity, paving the way for **innovative solutions** .
- **Enhanced User Experience** : Prioritizing user experience leads to **greater satisfaction** and engagement, ensuring that digital platforms are user -friendly and accessible.



# Implementation of the project

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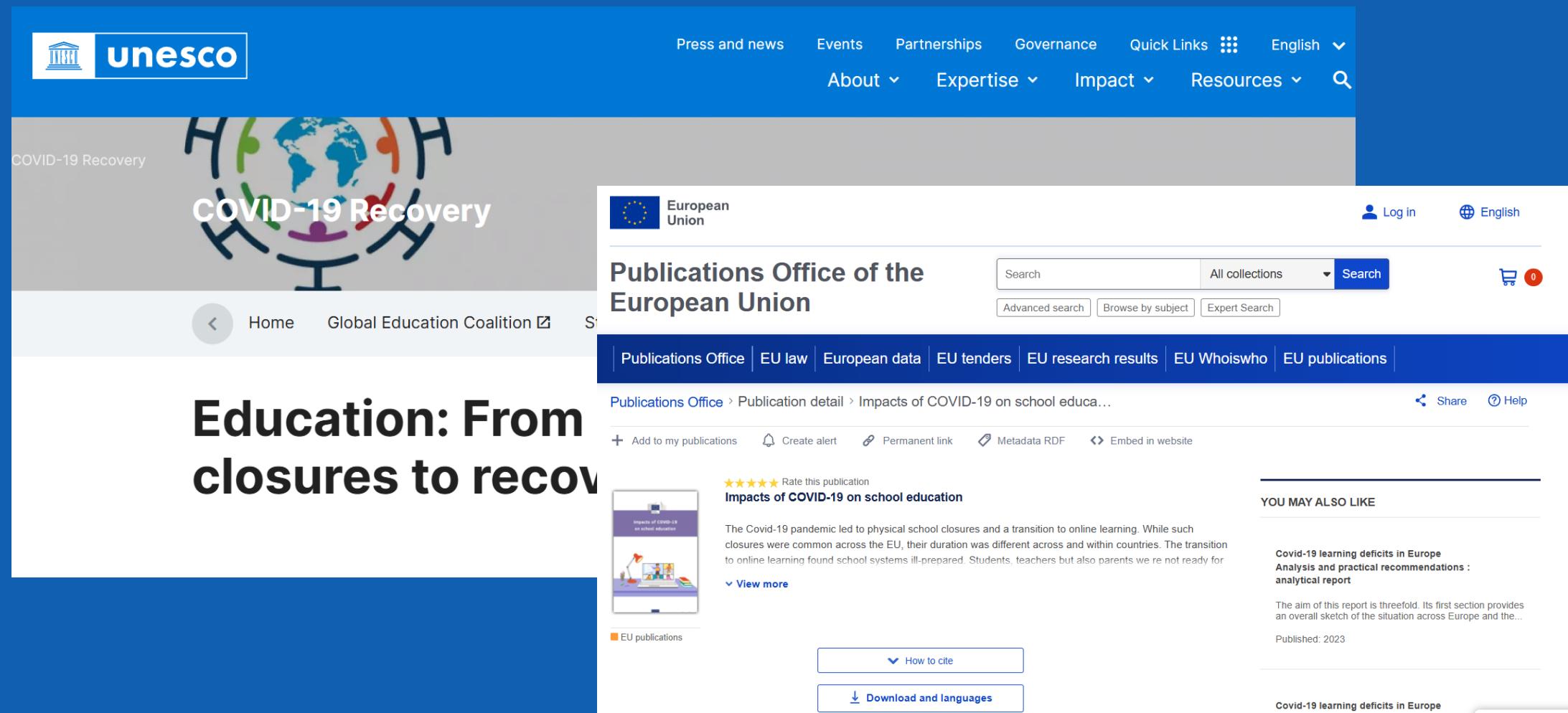
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# Impact of the COVID -19 pandemic on education

- Click on the images and follow the link to explore, in detail, the impact of COVID-19 pandemic on education.



The image shows a screenshot of the UNESCO COVID-19 Recovery website. The top navigation bar includes links for Press and news, Events, Partnerships, Governance, Quick Links, English, About, Expertise, Impact, Resources, and a search bar. The main content area features a large image of a globe with colorful lines representing connectivity, with the text 'COVID-19 Recovery' overlaid. Below this, a sub-navigation bar includes Home, Global Education Coalition, and a search bar. The main article title is 'Education: From closures to recovery'.

**Education: From closures to recovery**

The Covid-19 pandemic led to physical school closures and a transition to online learning. While such closures were common across the EU, their duration was different across and within countries. The transition to online learning found school systems ill-prepared. Students, teachers but also parents were not ready for it.

[View more](#)

**Impacts of COVID-19 on school education**

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[View more](#)

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# Key Takeaways for Digital All

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