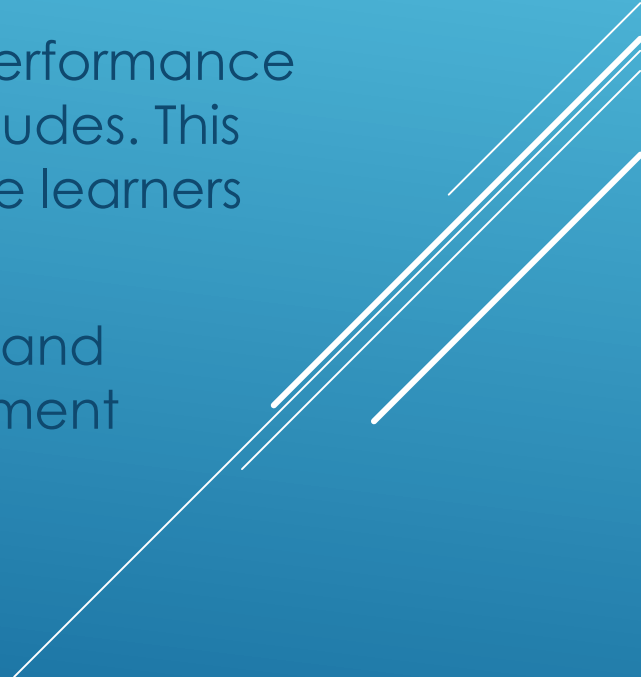


## 2. INCLUSIVE EDUCATION: DEFINITION AND MAIN GOAL

- ▶ Planned process aimed at a positive change in personal performance with regard to acquisition of new knowledge, skills and attitudes. This change occurs as a result of a new experience in which the learners participate in an active way
  - ▶ Inclusive learning provides opportunities for more effective and efficient learning process, and hence for a better development
- 
- A series of three parallel white diagonal lines are positioned in the bottom right corner of the slide, extending from the right edge towards the center.

▶TE is:

More general

**Knowledge** oriented

▶ME is:

More specific

**Knowledge** oriented

**Skills** oriented


Attitudes oriented

**INCLUSIVE EDUCATION (IE) VERSUS  
TRADITIONAL EDUCATION (TE)**

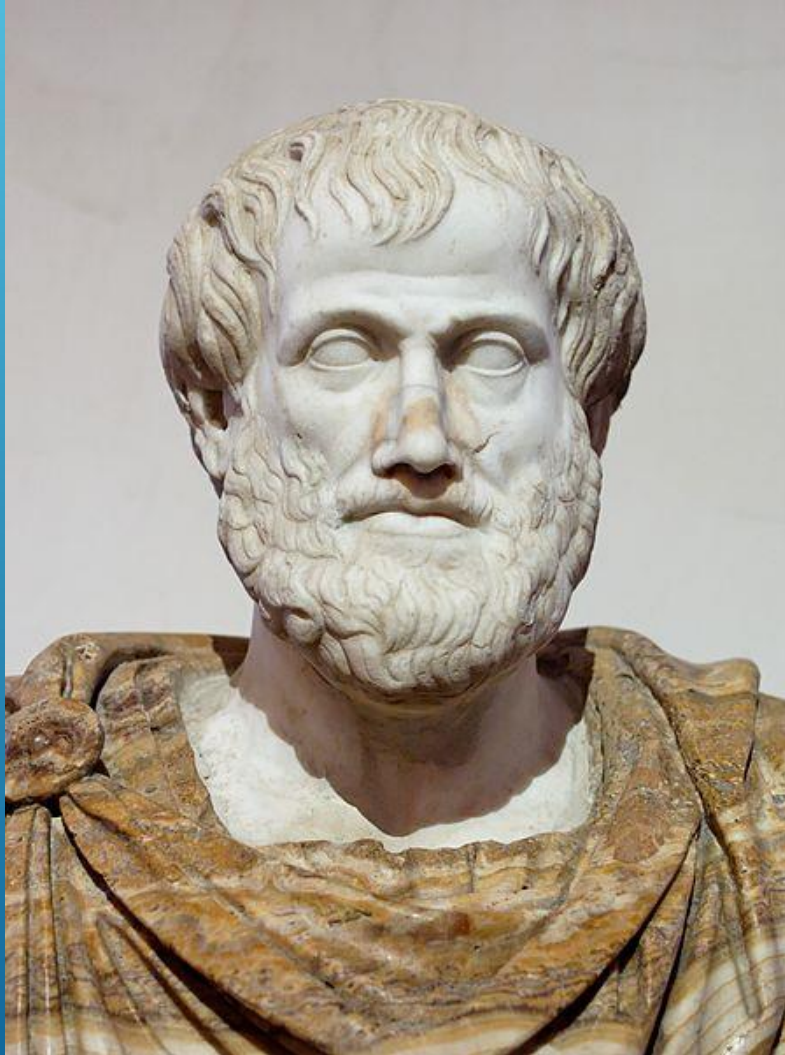
# TE VERSUS IE

	TE	IE
Learners' role	Follow instructions Passive acquisition of information Low degree of responsibility	Offer ideas based on their experience and interests Active acquisition of information High degree of responsibility
Motivation for learning	External: family, tradition, etc Direct advantage of learning is not visible	Internal: There is motivation Direct advantage of learning is very clear
Place of control	Teacher's controlled only	Teacher's controlled but closely connected to the learners' interests and needs
Methodology	Based on facts and ready information	Upgrading of experience

# KEY PRINCIPLES OF INCLUSIVE LEARNING

- ▶ Self-directed: students learn better when learning goals are closely related to their interests and experience. Self-control is actively sought
  - ▶ Meeting individual needs: this makes it more motivating and satisfactory
  - ▶ Based on individual experience and learning and communication style
  - ▶ Learners' centered: teachers are much more moderators rather than instructors
  - ▶ Recognizing and tolerating differences
  - ▶ Flexible and versatile: all activities have pluses and minuses and have to be carefully applied
  - ▶ Power-balanced not power-centered: every situation is different and that has to be constantly considered
  - ▶ Empathy-based: always put yourself in learner's shoes
- 
- Three white diagonal lines of varying lengths and thicknesses are positioned in the bottom right corner of the slide, extending from the right edge towards the center.

### 3.COMMUNICATION, LERNING & TEACHING



“Communication is an act that allows the transfer of knowledge & experience through an exchange of knowledge and through the skill to speak convincingly to others, making them listen to you, agree with what you have said, and moreover, enabling those listeners to transfer the same knowledge and experience to others.”

**Aristotle, *Rhetoric***

# ESSENCE, ELEMENTS AND ASPECTS OF COMMUNICATION

1-Someone who speaks

2-Those who are ready to listen

3-Skills to formulate opinions and submit them to others

4-Willingness to listen and understand what have been said

Elements of communication:

1)Source of info 2) Message 3)Recipient/s 4)Conducive channel

Aspects of communication:

- ▶ Listening – passive or active
- ▶ Speaking – passive or active
- ▶ Willingness to continue the process
- ▶ Feedback – active or passive

The very essence and aspects of communication determine the fact that the message can be understood differently by the recipients



# COMMUNICATION AND LEARNING: HISTORICAL OVERVIEW

Ancient times

Language development

Invention of alphabet(s) and formation of literacy

Print machine

Ethos of hierarchy

Resistance to changes

Bank-accumulative learning, Freire and Dewey

Technological revolution and its consequences

Digital revolution

**Conclusion:**

**The process of liberalization of all aspects of life and communication brings about an URGENT need to make education adequate to the requirements of the present. Development of critical thinking and problem solving.**

# CONCLUSIONS:

- ▶ Educational communication brings about setting of a specific environment which constantly affects its elements and quality as well as the messages (the very information) submitted through and within it
- ▶ All elements and aspects of communication process have equal weight and should not be considered hierarchically
- ▶ Educational communication always envisages possibilities for changes in the information submitted; this happens constantly and in all directions and hence results in differences in the very understanding and memorizing of the information, and most importantly in the ways this information can be interpreted and utilized



# CONCLUSIONS:

Effective educational communication is only available, if all participants in the process:

- have a positive attitude towards goals and means
- find it adequate and appropriate to their needs and interests
- Understand its practical value
- The overall educational environment and all its elements are conducive and not impeding
- The process constantly provokes willingness for critical thinking and exchange of feedback.