



Albanese, O., Conenna, G., De Marco, B., Garavaglia, A., Petti, L. Mercadante, L., Calligaris, L and Aloisi, T (2011) *La Formazione all'inclusione degli Insegnanti di Sostegno con Wiki e Forum* [Supporting Teacher Training for Inclusion with Wikis and Web-Forums] *TD-Tecnologie Didattiche* 52, 4–11.

Abstract

Training student teachers to become specialised support teachers for classroom inclusion entails adoption of an inclusive approach. In this light we conducted a training initiative that made use of wiki and web forum tools as a means of promoting a collaborative approach. In this study we performed a categorical analysis of students' reports on the experience, identifying inclusion indexes. The collected data reveals wide-scale use of these inclusion parameters.

Main findings

Theoretical and methodological foundations, research in the field and the instruments that refer to disability issues and inclusion must keep in mind the International Classification of Functioning, Disability and Health for Children, developed by the World Health Organization (WHO, 2007). This classification presents a major change in the way of facing disability: when one refers to a structural or functional disorder, it must always be related to a considered health state. This perspective takes account of the individual's specific conditions, as well as those arising from the outside world. Thus there is positive language regarding functions, structures, activities, and participation, rather than impediments, disability or handicaps. The teacher, therefore, rejects the idea of a student with permanent, irreversible developmental deficits and requires educable intelligence that is built into the relationship. At the centre of this perspective, educational activity, developed and supported by the educator, takes into account the individual's conditions and their context. For inclusion as understood in that sense, the contribution of the school and teachers is crucial, from a metacognitive perspective, performing the task of mediators in this process by assuming the functions of supporting, tutoring and monitoring the interaction.

Web link for additional information

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