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TECHNOLOGY OF CREATING VALUABLE RELATIONSHIPS IN INCLUSIVE EDUCATION

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Annotation: Providing a virtual classroom is an excellent way of using technology to provide an inclusive learning environment. Some adults and children are taking classes but may have physical or mental issues that prevent them from being physically in class at times. Assistive technology plays a crucial role in making classrooms more inclusive. Tools such as audio players and recorders, talking calculators, and accessible software can help students overcome unique challenges and achieve better learning outcomes. Technology examples include voice recognition, mind mapping, word prediction, text to speech for editing, and more. There is increasing recognition of the value of inclusive education and the role of universal design for learning in supporting it. However, moves towards inclusion are taking place at different rates in different countries. Technology has considerable, but largely unused potential to support inclusive education of disabled people and other minority groups. In particular it can provide multiple means of presenting, representing and expressing learning and through AT enable disabled learners to overcome barriers they would otherwise experience to participating in the curriculum.

Keywords: Special educational needs, e-learning environment for special educational needs, educational technology curriculum, pre-service teacher education, inclusive education, competences.

Introduction. Inclusion or integration is an important part of equal opportunity in education. Demands for inclusive education have increased and fostered major changes to schooling and education. Students with disabilities are educated alongside their peers within the local community therefore mainstream schools are required to adapt to accommodate a diverse group of students with a variety of needs. Approaches to the inclusion of children and young people into mainstream classrooms, and the identification and recognition of special educational needs, is an integral part of daily school work. The wellbeing and actualization of developmental and learning potential within a diverse student population is challenging the organization of learning settings.

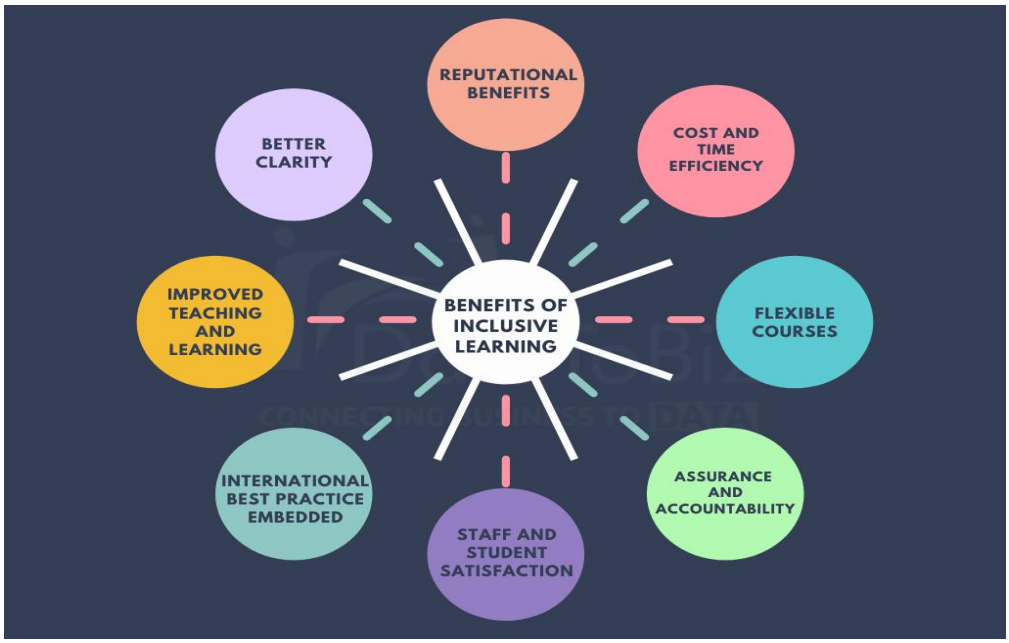

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Figure 1. Al in Inclusive Learning

Against the background of these competences, it is my argument that educational technology and information communication technology play an important role in creating an effective and adaptable learning environment, especially when teaching pupils with special educational needs and inclusive classrooms. However, the use of ICT in addressing special educational needs has, to date, been inadequate so far. The project work is incorporated within the new Educational technology curriculum. The basic scope of the curriculum is to develop an autonomous teacher, who shall autonomously choose between options and tools, and adopt decisions on introducing creative and innovative solutions during lessons, taking into account the needs of individuals as well as groups. During tutorials, the students work on projects. At the beginning of the Project work, authentic cases from pedagogical practice are presented. Tutorial structure consists of the familiarisation with learning objectives, introductory motivation, discussing a topic or issue, working in groups, and completing the reflection journal at the end of every tutorial.

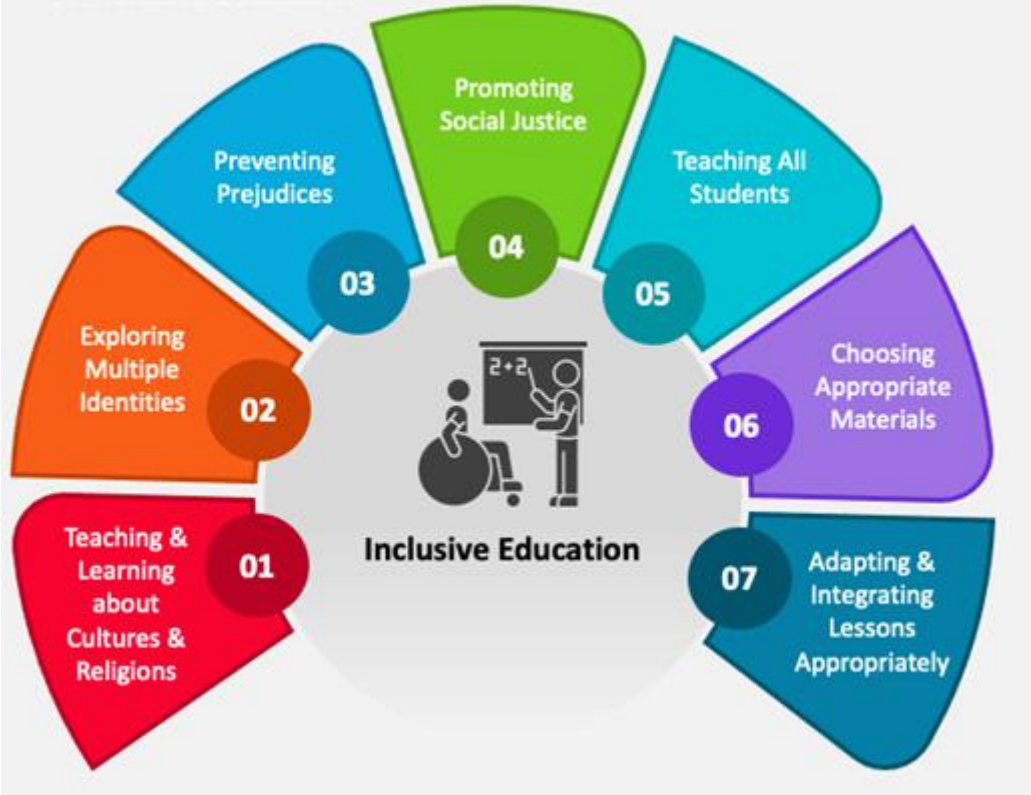

Figure 2. Principles of inclusive Education

The tutorial work is followed with practical work which is conducted by full time students during their teaching practice in schools. The part-time student teachers have a good opportunity to apply the project work during their normal professional work. For final assessment of the course, students write an essay on ICT use for special needs pupils and ICT in teacher's professional development and learning. Evaluation study was undertaken to determine the value (merit and worth) of the Educational technology curriculum, so as to improve it and assess its impacts. Evaluation was process-oriented, consisting of formative evaluation aiming at improvement and summative evaluation for assessment of impacts. The purpose was to capture the process and collect information on teaching and learning activities and characteristics (teaching and learning approaches and learning objectives related to learning outcomes). Students were engaged in authentic tasks solving real

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problems. These were authentic representations of problems encountered in the field of study and in the real life of participants of study. The students were evaluated according to their active performance in using knowledge in a creative way to solve worthy problems during the learning process and final essay assessment. In the process of evaluation, students' learning was considered as was the alignment of learning objectives, activities and outcomes. Student teachers develop expertise in using ICT for their pedagogical work, both planning and teaching, were provided with the opportunity to contribute to increased equality, diversity and inclusive education. Inquiry-based learning within the work of the Project facilitated the use of ICT tools, with a follow-on effect within the pedagogical context. inclusive learning is no longer a concept found only on papers. Artificial intelligence is making inclusive learning a reality and helping the world embrace diversity. The blog talks of the role played by AI in the educational sector, especially w.r.t inclusive learning.

Conclusion. The pre-service educational technology course has linked the theory and practice. The work in an IT laboratory was connected with teaching practice in schools. The group of part-time students who participated in the evaluation had a unique opportunity to transfer new knowledge to their day to day teaching practice of their normal professional work. Project idea, lesson and learning material design was based on the needs assessment of pedagogical practice. Evaluation was accomplished through the process of the project work and at final course assessment. The focus was on the lesson planning and lesson performance and on the learning material design and usefulness of the material in lesson performance.

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