



# Digital Humanities: ICT for a Teaching of Inclusion



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## Introduction

Digital skills have become transversal over time to many traditional disciplines, belonging both to the field of natural and human sciences. In fact, today they appear as a very powerful tool to study and better understand not only the universe that surrounds us - the space, the oceans, our body - but also to face the authentic tasks postici before the challenge of lifelong learning. This is the reason why the development of digital skills can lead to a convergence of various areas, such as humanistic, logical-mathematical and technological, towards a more organic organization of knowledge. Studying and applying digital skills is therefore important for learning to learn a method of reasoning and experimentation in the world. The specific characteristics of the languages in use also promote the creative aptitudes in the students, as well as their ability to communicate, cooperate and work in a team, promoting an attitude of interest and openness in the students also towards the traditional basic disciplines (e.g. mathematics, physics, technical drawing, etc.). Obviously, it is not proposed to introduce a new subject but to create interdisciplinary application modules in the existing subject programs, actively exploiting communication technologies. It is therefore a matter of initiating students to learn a study methodology and then accompanying them towards the implementation of a new teaching / learning path that is truly laboratory-based and that organizes itself on problem solving and learning by doing [1].

Computational thinking is of particular importance, aimed at supporting information skills with tools of representation and operationalization of thought. The acquisition of knowledge related to the principles of computational thinking, of models to generate knowledge and test hypotheses and consolidate the design skills of a teaching activity, are used to transform a complex situation into hypotheses of possible solutions (problem-based active teaching). Computing thinking is used in complex situations: project work in which teachers propose workshops to be carried out in the classroom starting from problematic

situations also related to their own teaching discipline using technological tools to translate them with computational thinking. The promotion of computational thinking is an integral part of European key competences. Among the eight indicated, although they are all equally important since each of them can contribute to a positive life in the knowledge society, it should be highlighted how many overlaps and are related to each other: essential aspects of one area favor competence in another. Competence in the fundamental skills of language, reading, writing and calculating and in Information and Communication Technologies (ICT) is a cornerstone for learning, and learning to learn is useful for all activities of learning [2].

In fact, through teaching skills, pupils can recognize school knowledge as something relevant for their training and for example they can get answers to questions such as "What is the use of studying history ?, What is the use of learning the theorem for Euclid's?", this is because the knowledge and skills learned are tied to concrete and real problems. In fact, the primary objective of teaching skills is to give rise to long-lasting and meaningful learning that remains sedimented for a long time. For this reason, it is important that the teacher clarifies from time to time the value and importance of what we are going to study: "How much we are about to study is important for you ... it is important because ... it is useful for your future" [3].

Through a didactic attentive to the needs of daily needs, and by using technologies it is also possible to face behavioral disorders, which represent one of the most frequent causes of intervention in the developmental age; these disruptive behavior disorders can be described as a continuum that emerges from the oppositional oppositional-provocative disorder and leads to the Conduct Disorder. Both can be associated with attention deficit disorder with Add hyperactivity and be precursors of antisocial personality disorder. Conduct disorder and oppositional-provocative disorder constitute an important clinical problem in the developmental

age, an ever-increasing incidence in recent years. In educational practice in general, and in school in particular, there is a frequent occurrence of relational and social situations to whose compromise an inability to manage due to behavioral disturbances is connected. The unpredictability of the behaviors implemented, and their intensity can in fact induce educational figures to make the mistake of adopting extemporaneous strategies, of using tools whose rules of use are subject to continuous derogations. This can also happen in cases where it was animated by correct educational purposes, but in fact producing reinforcements to dysfunctional behaviors and, in general, thus fueling a climate of disorientation and provisionality [4].

Some oppositional and provocative behaviors are typical of some evolutionary phases; they can be found in all children, at least in some phases or moments of development, with the catatimic mechanism that supports the disturbance and the conflict of ambivalence between obedience and challenge: it is an attempt to preserve the self-sufficient and self-centered elements, “ while maintaining the privileges, the pleasures of the symbiotic relationship “ [5].

Attention deficit hyperactivity disorder is the diagnostic label used to describe a heterogeneous population that presents a series of problems whose most obvious manifestations concern difficulties in maintaining attention and controlling impulsiveness and movement. The CPP Coping Power program presents itself as a multimodal program with characteristics of complexity and proven efficacy in the treatment of disruptive behavior disorders in school age; it is based on cognitive-behavioral interventions according to the socio-cognitive model.

It responds to the needs of using a protocol for the management of disruptive behavior disorders supported. The CPP provides for a multimodal treatment protocol developed during the 1990s, validated in Italy. The program includes a part

dedicated to children and one to parents and has been designed to be offered in full. The school coping power and the adaptation of the coping power program to the Italian school context for the three school orders. It is a prevention path carried out on the classes and teachers, aimed at developing social, emotional and relational skills in line with the national indications and current regulations, integrated into the teaching program. The application of such a program naturally requires a restructuring of the learning environments, as ICT and multimedia languages are flexible tools that allow the removal of the barriers to access to learning present in educational contexts, provided that they are used taking the perspective the enhancement of differences.

In this regard, think also of the role of new technologies to understand the elements of complex situations, in such a way as to be able to “adequately select, organize, relate, use to manage situations and solve problems” [6]. The need to combine the use of technologies with a more authentic human dimension moves along this common path, where the aims of the technological tools are being reconsidered, to take on the task of pursuing ends consistent with the promotion of the inclusion.

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