THE IMPACT OF LEARNING SCENARIOS AND DIGITAL EDUCATIONAL CONTENT IN TEACHING CHEMISTRY AT INCLUSIVE SCHOOL IN CROATIA

Z. Stančić¹, K. Matejić²

¹ Faculty of Education and Rehabilitation Sciences (CROATIA)
² Center for Inclusive Education IDEM (CROATIA)

Abstract

Teachers and professionals in ICT sector works and produce differently than in the past, and these changes are accelerating rapidly. Croatian society is going digital too, as digital technologies and data empower learners at inclusive schools by increasing access to information and enabling new ways of engagements. Providing adequate care and education for children with disabilities in an inclusive context is a complex issue. Inclusive education in Croatia requires a high quality of service, well-trained teachers, support personnel and material resources. Inclusion involves a process of systematic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all learners of the relevant age range with an equitable and participatory learning and environment that best correspondent to their requirements and preferences. For learners with disabilities, it is important that they have access to what is being taught in the national curriculum, so they can also benefit from inclusive instructions. Many learners with disabilities may benefit from having access to an Individualized augmented curriculum (Stančić, Matejić, 2014). The Digital Competence Framework named e-Schools is the foundation for the development and implementation of an educational program aimed at improving the digital competence of all groups of users in schools, teachers, professionals, learners, parents.

In accordance with the purpose of the e-Schools project two products will be presented:

a) Creation of Digital Educational Content (DEC) which accompanies the subject curriculum

b) Creation of Learning Scenarios (LS) – a type of lesson preparation through which the teachers will acquire the skills of integrating digital educational materials, digital tools and contemporary teaching and learning methods into their inclusive educational practices

In order to encourage the application of the ICT which would improve the teaching and learning process, suitable digital educational content for students and science teachers (chemistry,) in the 7th and 8th grades of primary school and 1st and 2nd grades of grammar school will be presented.

The main aim of these paper is to present the use of LS and DEC enabled to the teachers to prepare and organize inclusive classes in a flexible, creative and innovative way, and in accordance with the needs and abilities of all learners. Used in combination with education technologies, equipment and software, digital educational content will enable the application of contemporary teaching and learning methods, student-centred learning, teacher autonomy in the selection of methods and strategies for achieving the learning outcomes and a more flexible lesson structure.

The preparation and creation of DEC and the application of ICT in education is created in coordination with the development phases of the new Croatian primary and secondary school curriculum (Ministry of Science and Education, project: School for ALL, 2018) and the created content will comply with the learning and teaching, as well as evaluation, approaches and methods, which will be defined within the curriculum and the curricular documents.

Digital educational content is offered to its users, teachers and learners, through a central national repository.

Keywords: Inclusive education, learning scenarios, digital education content.