

The flipped lesson according to the teacher Felice Corona

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Abstract: The term inclusion is intended to indicate a philosophy capable of putting into practice a didactic design at any educational level, starting from a micro-design typical of the individual didactic intervention, to arrive at a macro-design typical of pedagogical-educational contexts and the strategies that are implemented in them (Canevaro, Ianes, 2024). Over the years, this term has been extensively explored by Professor Felice Corona, showcasing numerous and different perspectives of significant scientific value. Among the most analyzed methodologies is certainly the flipped lesson, since he asserted that with this teaching practice it is possible to offer teachers an operational framework capable of guaranteeing an inclusive model (De Giuseppe, Ciambrone, Corona, 2018).

Keywords: Inclusion; Flipped Lesson; Inclusive Teaching; School.

1. Introduction

The term inclusion replaces the previous term integration, which refers to an adaptation of the disabled pupil to a school organisation, which is structured and is fundamentally based on the abilities and abilities of able-bodied pupils and considers those with disabilities in a marginal or residual way (Castanheira, Alves, Fidalgo, Reboredo, Costa-Lobo, 2024). This concept has been replaced with the term inclusion, indicating a form of teaching capable of valuing diversity and not tolerating differences (Kilag, Diano Jr, Bulilan, Allego, Cañizares, 2024). In schools, unfortunately, this way of seeing is still rooted because the learner with his or her own potential (and therefore bearer of cultural, ability and gender difference) is not placed at the center of educational action, but the learner is placed without considering these potentials (Muradov, 2024).

Through the flipped classroom it is possible to put into practice a teaching proposal that can allow teachers a greater chance of experimenting with an inclusive educational model (Yovkova, Peytcheva-Forsyth, 2024). In this way, it is possible to consider a socio-educational context characterized by a greater cultural sensitivity, especially towards disability, understood as a moment of richness to the teaching-learning process. Obviously, in order to enhance these inclusive proposals, it is necessary to have a general perspective capable of adapting and optimizing mechanisms, schemes, models and rhythms of education to what are the needs and requirements related to pupils and the conditions to which they must submit during educational proposals (Buccolo, Pilotti, Travaglini, 2021). Therefore, calibrating a pedagogical-didactic proposal appropriate to the classroom context is equivalent to taking into account disability, but also any special educational need in order to ensure the full inclusion of each pupil, not only within the class or school institution but also within society (Selisko, Klopp, Eckert, Perels, 2024).



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2. Analysis of the school inclusion process

The term inclusion represents a process in which it is possible to guarantee pupils the enhancement of any peculiarity (ability, gender, language, ethnic origin, cultural origin) that characterizes them, in order to guarantee equal educational opportunities (Raiola, 2015). In this way, a vision of difference is offered as a positive value that must be taken into account in the educational action and throughout the teaching-learning process (Zadra, 2014). By doing so, a vision of a single and rigid discipline will be definitively abandoned in favor of an interdisciplinarity and transversality of the same, with a view to merging skills capable of enhancing diversity (Bruschi, Marchisio, 2024).

Inclusion means implementing didactic strategies present in both macro and micro planning, within which the teacher acts as director of pedagogical action (Huilla, Lay, Tzaninis, 2024). This vision reflects what has been established by the World Health Organization (WHO) according to which pupils with disabilities must be placed within an increasingly varied context in which the discriminating pupil with disability / pupil without disability is not present. In this regard, it is useful to remember the presence of the WHO's International Classification of Functioning (ICF) diagnostic model, according to which the person must be taken care of and considered in his or her entirety from a bio-psycho-social perspective.

This way of seeing highlights the importance of the figure of the support teacher to be understood not in a one-to-one relationship with the disabled pupil but as a teacher of the class (Ianes, Zagni, Zambotti, Cramerotti, Franch, 2024), for which he represents a professional figure of great importance whose value is equivalent to that of the teacher of the subject. Therefore, he is the one who puts into practice the enhancement of differences and therefore offers the opportunity to participate and to express to each student his or her potential (Bocci, Travaglini, 2016).

Any special education or subject teacher must certainly possess the ability to share methods, strategies and actions necessary to implement an effective collaboration both in terms of teaching and in the implementation of ministerial indications. The teacher must therefore be aware of his or her responsibility towards the learning process and pupils with disabilities or special educational needs (Schwab, Resch, Alnahdi, 2024). Therefore, in order for the didactic action to be inclusive, it is necessary that the teacher collaborates in harmony with the other members of the class council and that there are continuous moments of information, training and updating concerning the inclusive educational-didactic proposals (Alves, Christodoulidis, Carpenter, Hogg, 2024).

3. The Flipped Lesson according to Tacher Felice Corona

By flipped lesson we mean the inverted lesson since it involves reversing the usual order of teaching times (Bessas, Tzanaki, Vavougiou, Plagianakos, 2024). If traditionally the information of a frontal lesson is transmitted in the classroom and then studied at home, in the flipped lesson you first study at home and then work in the classroom together with the teacher. Specifically, Corona focuses on the didactic action that is the object of flipping, i.e. what the teacher does and what the students do (Corona, De Giuseppe, 2016). The task of the first is to pre-select the material that the learners will then be able to explore freely, then the two figures will compare themselves on what has been analyzed. The moment of exploration is certainly characterized by the presence of the teacher, understood as a figure who must arouse interest and curiosity towards the topic, creating a problematic theme, outlining the contours and providing perspectives to analyze it; then the information that the

student manages to obtain must be used for work in small groups; finally, there will be a final debriefing in which there is the verification of the paper through presentation and sharing (Corona, 2017). This division is typical of active and inclusive teaching in which pupils must participate, produce and elaborate a final work. A form of learning-by-doing and problem-solving teaching is therefore put into practice, which is associated with a flipped approach (De Giuseppe, Corona, 2020). Therefore, at the center of teaching is the activity and the student who must experience firsthand that educational proposal in order to learn during the execution of the task. The teacher, as an expert in knowledge, has the task of questioning and involving the students in the continuous search for the solution of the problem by fostering an active and participatory point of view during the discussion of the case analyzed (Corona, Agrillo, De Giuseppe, 2016). In this way, the birth of a critical approach is fostered, those who prefer a form of conscious learning and active reflection and the participatory as well as voluntary both in the personal and social spheres.

The flipped lesson therefore represents the operational scenario in which inclusive design effectively meets the needs of each pupil (La Marca, 2017), and at the same time aims to create a form of lifelong learning that is able to increase the development of skills and make the learning process motivating within a classroom characterized by a serene climate (D'Alonzo, 2020). The flipped lesson uses an inclusive point of view thanks to a multimodal approach to the topic, i.e. the ability it has to offer students different access keys and therefore foster cognitive flexibility and multiple access to knowledge. In addition, with the flipped lesson it is possible to allow students to use their particular cognitive style, so for teachers it is possible to select the most suitable methods for that particular style.

4. Conclusion

The process of inclusion is constantly evolving in Italy as well as in many other European countries (Coletti, 2024). It is characterized over time by continuous and constant attempts to operate and put into practice choices that can be effective in order to be able to offer during the teaching-learning process a didactic proposal capable of satisfying the special educational needs of each student.

In order to enhance diversity in a context that can be defined as normalization, it is necessary to be able to propose an educational model based on inclusion, thus stimulating the teacher to use methodologies that enhance diversity and difference in order to achieve a balance between the subjective needs of each student and the objectivity of the teaching proposal itself (Nijakowska, Guz, 2024). Obviously, in order for this to happen, it is necessary for the teacher to have skills related to inclusive teaching in order to be able to offer differentiated and personalized learning opportunities (Lang, et al., 2024).

This work aims to highlight Professor Corona's vision of inclusion, especially how it can be put into practice through the flipped lesson. This approach seems to respond to the need to try innovative methodological proposals in the educational field that can create a concrete reflection in the learner so that he understands and values the different (Ianniello, Alodat, Corona, 2022). This design model through an upside-down didactic action characterized by cooperation and interdependence (Sibilio, 2023), aims to promote the construction of prosocial and inclusive people and contexts. This way of doing things fosters strong motivation in learners as it positively affects the emotional-socio-relational axis, contributing to a personalization of teaching proposals (Zhao, Kong, Zheng, Ahmad, 2024).

This work focused on the analysis of the flipped lesson from an inclusive perspective, bringing out Professor Corona's vision, according to which it is possible

to create personalized teaching proposals, in order to provide a total and personal knowledge and evaluation of the student. In particular, in the context of modern teaching, the flipped classroom proves to be a particularly effective approach to promote inclusive and dialogic education. This model, which inverts traditional learning moments, not only facilitates greater active participation of students but also embodies the principle of active knowledge building. Through pre-learning at home and collaborative work in the classroom, students take on a central role in the educational process, transforming themselves from passive receivers to active builders of knowledge (Corona, 2016).

Personalizing learning is another key pillar of the flipped classroom. This method allows students to explore the content at their own pace, delving into the aspects of greatest interest or difficulty. This flexibility translates into increased motivation and engagement, as evidenced by numerous studies that correlate the personalization of learning with improvements in academic performance (Corona, 2016).

The dialogic approach intrinsic to the flipped classroom contributes significantly to the development of students' critical-analytical skills, promoting learning that is as collaborative as it is reflective. In the classroom, dialogue becomes the tool through which students can confront, negotiate meanings, and build shared solutions, while developing essential social and cognitive skills (Corona, 2016).

From the point of view of inclusion, the flipped classroom offers tools that are particularly suitable for integrating students with special educational needs. The ability to adapt teaching resources and modulate learning times makes it possible to respond effectively to the different needs of students, making education accessible to all (Corona, 2016).

In conclusion, the flipped classroom is not only an innovative teaching methodology; It is an educational model that effectively responds to the challenges of a modern education that aims at inclusion, dialogue and personalization. For this model to be successfully implemented, it is crucial to invest in teacher training, not only in terms of the use of technologies, but also to develop the skills necessary to manage dialogue and interaction in the classroom. Further research is needed to explore how this model can be adapted and optimized in different educational settings, with the aim of maximizing benefits for all students (Corona, 2016).

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