



Istituto d'Istruzione Superiore  
"SEBASTIANO GRANDIS"  
Cuneo



## e-FLIP PROJECT

### *Facilitating e-Learning for an Inclusive Pedagogy*

ERASMUS+ 2021-1-SK01-KA2020-VET-000034712

GAZIANTEP MOBILITY (January 10<sup>th</sup>-14<sup>th</sup> 2022)

## REPORT

### PRACTICES OF ONLINE EDUCATION

*From I.I.S. Sebastiano GRANDIS. CUNEO (ITALY)*

With reference to the attached PowerPoint sheets, to understand the results or rather the effects of online education in our school, it is important to know some data. Among the 1100 students there are:

81 students with disabilities

276 students with specific learning disabilities (dyslexia, dyscalculia etc...)

39 students with specific educational needs (social and/or cultural disadvantages)

This means that Inclusion is a priority or better it is the flagship of GRANDIS Vocational and Technical school

Another interesting data is the number of students who passed the grade during the two years of "forced" online education:

School year 2019/2020 (online education from march to june): 99,3% (around the middle of may the Minister of Education decided that all students of all levels of education would have passed their grade)

Schoolyear 2020/2021 (five months of online education): 87,3% with no amnesty

Online education was introduced as one of the Covid containment measures. This meant that the practice of e-learning was the only available teaching strategy during school closure; this led to a sense of disorientation among teachers, aware of the educational and professional revolution that this entailed but we were not ready for Revolution.



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At the same time we wondered what the effects of online education would be on our students:

- would it increase social isolation?
- would it expand social, cultural technological and motivational inequalities?
- would the risks of school drop be higher?
- would the learning process (particularly among the most vulnerable students) be slower and just as good as face-to-face learning?

To understand the validity and effectiveness of the "online education experience" at the beginning of this schoolyear a survey (a sort of customer satisfaction) was proposed to a sample of 120 students. The results are presented in aerograms and histograms in the attached PowerPoint sheets. What emerged from the students' answers was, on the one hand, a positive judgement: they could stay at home, less homework and less to study. On the other hand they lacked the possibility to stay with their classmates, the online classes were boring and many had technical problems with internet. They particularly missed extracurricular activities such as school trips or work training experiences. Last but not least they highlighted practical activities in laboratories as essential to their schooling. What emerged powerfully was that teachers continued to use their textbooks as the main teaching tool. Finally, more than half of the students who filled the questionnaire considered that e-learning could be a valid tool also beyond the pandemic emergency provided that teachers make use of this forced experience

Also teachers were asked to give feedback on e-learning, highlighting strengths and weaknesses of their personal online teaching experience. The considerations of 32 of them are presented on the attached P.P sheets (4.a and 4.b). They stated that it was easier to highlight weaknesses than strengths but the teachers who really got involved in online teaching were very satisfied with both the new teaching aspect and relational aspect with their students, particularly with the ones who didn't emerge in face to face lessons.

On the other side some teachers pointed out how difficult it was to keep their students hooked and interested (online lessons lasted 40 minutes), others complained the technical problems at the beginning of each class, the difficulty to evaluate students



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work ( some students used to cheat during tests ) or how school was risking to lose its social development value! Not only, online learning had probably increased inequalities among students based on family resources. Finally there was a discussion (on Microsoft Teams) on the most sensitive aspect related to online teaching in our school: “ Is Inclusion protected?” The three teachers working with students with special needs, involved in the confrontation, had serious misgivings about online learning as a positive and formative experience for vulnerable learners who were “more isolated than included”!

Even if a quarter of the teachers involved in the discussion experienced online teaching with a sort of frustration, the group was able to identify some good practices based on personal experiences (P.P sheets: 4C)

These good practices denote awareness: teaching online is not (necessary) the same as teaching face to face and then a change of mentality is needed.