Chapter 7
Technology for Inclusion: A Pedagogical Approach to Promote Well-Being

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ABSTRACT

Technology is now an integral part of daily life and also in educational context; first of all to support students with special needs, secondly to overcome the "specific need for teaching" of those who, as experts in education, are pre-occupied to "design" teaching processes that can reach all learners, not one less. In recent years, attention to technological innovation has been directed by a desire to make technology increasingly able in simulating the abilities that distinguish us as humans: cognition and the ability to direct action through thought. We are increasingly committed to making technology "smart." There is more focus on "things" than on "people." The technique was born as a tool for humans, the result of human intelligence. It's necessary to refocus the tension of technological innovation to support people, especially people with disabilities, and promote social equity. A civil society, in fact, in order to be defined as civil, should take care of the most fragile humanity so that accessibility translates into real promotion and enhancement of human capital.

INTRODUCTION

Nowadays, technology is part of daily life not only as a tool for free time but as a tool to improve our competencies also at school and in society in general. We're all connected to the Internet, we're all reachable by mobile, and everything is just a click away. We're so used to our digital experiences and interactions as if they have always existed and are essential. Technological innovation is constantly evolving with very positive effects in many areas: from manufacturing to medicine, to self-driving cars. AI computing is revolutionizing how er interact and learn from technology. Things are usually neither all bad nor all good: it depends on how we use them. The technique was born as a tool for humans, the result of human intelligence. It's necessary to refocus the tension of technological innovation to support people, especially people with disabilities, and promote social equity. A civil society, in fact, to be

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defined as civil, should take care of the most fragile humanity so that accessibility translates into real promotion and enhancement of human capital. In this society made of "discarded" people, old dreamers and young prophets with their ideas and contributions can be salvation in our "uprooted society" if they learn to think without generating exclusion (Pope Francis 2018). Italy has more than 50 years of experience in school inclusion and the academic world, research world has always tried to continue the project towards a school of all and each responding to new needs and new stimuli that innovation has introduced in the teaching practices. Access in Universities, there is a growing trend that highlights how the approach of Universal Design for Learning (Banes, D., Behnke, K., 2021) and the principles of Differentiation for inclusion (Tomlinson, C.A., 2022) also in digital classrooms (McCoy, K.M, Mathur, S.R. 2017) have been enlightening to create inclusive contexts able to respond to the needs of students with special educational needs (SEN). Access to education is an inalienable right of each individual, but also a chance to be free, to participate, and to be compossibility. Regarding access in working contexts and participation in the productive world, unfortunately, the data collected are not positive. But an individual's real project of realization does not end with access to training and learning but requires a "bridge" to the entrepreneurial system to place the skills learned at school in society. It's possible to take advantage of digital and technological innovation to promote best practices for inclusion and to extend the inclusion strategies used in educational contexts in work contexts. Making work contexts accessible will require organizational design based on Disability Management (Castelnovo, W., 2020) that makes it possible to analyze the skills of workers with disabilities in order to identify the most suitable work, adapt contexts and procedures, and identify effective strategies and tools for their autonomy. Including workers with disabilities means recovering valuable skills, income capacity as well as social well-being (Minelli, E., 2016). The United Nations Convention on the Rights of Persons with Disabilities came into force in 2008 and emphasizes how technology can be used to promote the human rights of people with disabilities, active participation, and inclusion in society. Innovation, in the Italian dictionary, is defined as "modification, mostly for the better, of the existing state of the art"; technological innovation is understood as a process of growth of tools and services that generate a change in a better way and can be implemented in terms of product-service, process-method, system. The best innovation is the innovation that aims to change the system (of welfare and policies), to generate products and services that can improve the daily living and working conditions of people with disabilities, providing processes and methods to measure their quality, effectiveness, and positive economic impact in the productive world. Technological and digital innovation at the service of people with disabilities can become a support and a method to promote access in the world (ICF, 2001), equity, and well-being.

Technology in the Classroom: A Pedagogical Approach for Well-Being

This paper, without intending to be one specifically on UDL, cannot fail to mention this design approach to present a pedagogical model for using technology in the classroom from an inclusive perspective.

Accessibility and settings for SEN. The Universal Design for learning starts from the Universal Design approach to project no barriers spaces. In the field of education, it means that the didactic approach requires a lesson plan to provide a learning process for all students, including students with special educational needs (SEN). Based on this, teachers need to provide multiple means of:

- Engagement (recruiting interest, sustaining effort, self-regulation);
- Representation (perception, language, and symbols, comprehension);