



Targeted, individually structured special education and training: intervention programs and pedagogical applications in museum.

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1. Introduction

Anthropocentric museums are "an important place in public debate, creation and questioning ideas" because they can have a positive impact on the lives of underprivileged or marginalized people.

They can also strengthen specific communities and contribute to the creation of fairer societies".

The science of Museology together with the science of Special Education and Training (SET) support with the Targeted Individual Structured and Integrated Program for Students with Special Educational needs (TISIPfSEN), in children and young people with special educational needs and Disabilities (SENDS).

Keywords:

TISIPfSENs,
pedagogical
applications,
museum

The purpose

The purpose of this work was to study museology applications in accordance with the pedagogical tool TISIPfSEN.

The main working hypothesis explored access to theatre and entertainment events, museums and archaeological sites of people with SENDs, which is not always an easy process given that they are a heterogeneous group due to their inherent or acquired specificity.

The applications also drew pedagogical materials through the charm of the art of theatre and puppetry. In this context, e-performances were given free of charge through to children and young people with SENDs, in the city of Kalamata and Sparta. This project led to voluntary application from students of department of history of University of Peloponnese.



The intervention programs and pedagogical applications in museum put two research question.

Also, we focus in the university courses of philologues with emphasis the use of pedagogical tool such as the Targeted, individually structured special education and training.

Research Question 1: The philologues in the university courses could have preparation experiences to modifications the curriculum when they are visiting the museums with SEN students and adolescents in the secondary special education with activities learning of readiness?

Research Question 2: What pedagogical attributes and what level of preparedness of philologues need to support the teaching modifications the objects into the museums to students with disabilities and adolescents?

In the frame of the applications also we drew pedagogical materials through the charm of the art of theatre and puppetry. In the same context, e-performances were given free of charge through to children and young people with SENDs, in the city of Kalamata and Sparta. This project led to voluntary application from students of department of history of University of Peloponnese.

Also, we work a lot by distance teaching in the period of pandemic Covid-19. The differentiated material was created jointly with the students with SEN individually focusing on the Acropolis Museum (Drossinou, M, 1999) and the National Archaeological Museum. The pedagogical applications in museum created with on the theoretical view of the anthropocentric model of SET (Christakis, K., 2013, pp. 127-172). So, the museums were approached, which each time are "an important place in the public debate on equal education, the creation and challenge of ideas" without exclusions

The training intervention programs and pedagogical applications in museum is happen in the regular schools

A part from the special teachers who support the continuation of SET programs believe that is a service which needs to remain in mainstream settings and are best served in mainstream schools (Ferguson, D. L., 2008).

Contrariwise, Zigmond and Kloo challenge the idea that special education and they argue 'that special education will not survive to serve the special needs of students with disabilities if it loses its identity, and its unique special requirements' (Zigmond, N., & Kloo, A., 2011).



2. Methodology

The methodology of this study is mixed as it is made of quality and quantity data (Avramidis, E., & Kalyva, E., 2006).

The qualitative data of the research was extracted from the students' case studies. According the first phase of the TISIPfSEnS includes the systemic empirical observation during which the philologue studies the case of the student with SENDS and according to his experience concludes in hetero-observations (Herr, J., & Ed, D., 2012) concerning the individual, family and school history as well as the diagnosis.

So, the philologue builds a first image for the students learning profile (Drossinou-Korea, M., 2017).

The learning profile of the student will be completed with the second tool. According the second phase of the TISIPfSEnS is utilized in the framework of the informal pedagogical evaluation and is suggested for the recording of the skill level of the student in different sectors through the completion of Checklists of control of basic skills (CBS) (Ministry of National Education and Religions - Pedagogical Institute, 2009).

Targeted, individually structured special education and training intervention programs (TISIPfSENs)

This work uses with emphasis the differential teaching of multiple sensory activities by the museums and is analyzed in five phases.

The first and the second phases of the TISIPfSENs include the systemic empirical methodology of observations during which the teacher of special education studies the case of the student with SENDS and according to his experience concludes in hetero-observations concerning the individual, family and school history as well as the diagnosis.

So, the teacher who support the inclusion builds a first image for the students learning profile. In addition, in the third, fourth and fifth phases of the TISIPfSENs include the methodology of intervention step by step.

3.1 Sample

The participants (N = 103) were philologues from the School of Humanities and Cultural Studies, University of Peloponnese and they have very interest for the special education and training.

The academic courses we planned to administer the web-based training modules during their pandemic covid-19 with the content the interventions into museums between March 2020 as April 2021.

The philologues come from different regions of Greece and they had in their city a small experience from the local museum. Seventy - three from them completed the learning modules, which was a response rate of 86% for those on they have visit museums.

From them we present e-modifications on the goal teaching intervention in the student in the secondary education with SENs.

4. Results

The results of the present study were confirmed on the basis of the questions we had asked in the design of the research regarding the questions.

Indeed, the museums and the modifications on the language teaching help them in the Pandemic.

The modifications made to the curriculum are considered an essential inclusive strategy for the education of students with SEN in the general classroom. As (Christakis, K., 2013) indicate, modifications may be curricular, instructional or alternative “Curricular” refer to what is being taught (i.e. content); “instructional” concern alterations of the way instruction takes place (i.e. method); and “alternative” involve altered goals, instruction and activities.



Intervention programs in museum by using the first phase of the TISIPfSENs

Number of Students	103
1= Strongly Agree	60
2= Agree	28
3= Undecided	15
4= Disagree	0
5 Strongly Disagree	0

Intervention programs in museum by using the second phase of the TISIPfSENs

Number of Students	103
1= Strongly Agree	50
2= Agree	28
3= Undecided	22
4= Disagree	5
5 Strongly Disagree	0

Intervention programs in museum by using the third phase of the TISIPfSENs

Number of Students	103
1= Strongly Agree	50
2= Agree	30
3= Undecided	15
4= Disagree	8
5 Strongly Disagree	0

Intervention programs in museum by using the fourth phase of the TISIPfSENs

Number of Students	103
1= Strongly Agree	80
2= Agree	23
3= Undecided	0
4= Disagree	0
5 Strongly Disagree	0

Intervention programs in museum by using the fifth phase of the TISIPfSENs

Number of Students	103
1= Strongly Agree	60
2= Agree	38
3= Undecided	5
4= Disagree	0
5 Strongly Disagree	0

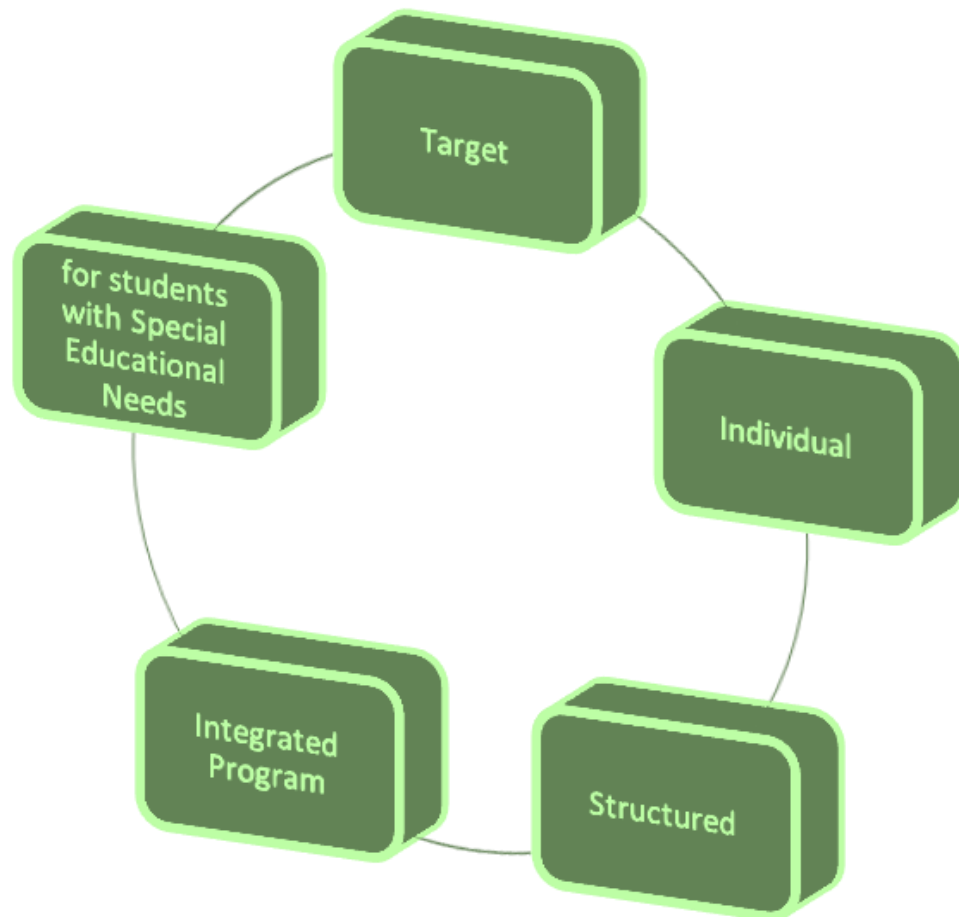
Table 1. Intervention programs in museum by using the phase of the TISIPfSENs

The first research was put in relation to the undergraduate studies and special education courses that the students who participated in language differences in museums and have been taught.

It turned out that they can actually learn into the SET course and have been training in the pedagogical tool TISIPfSENs, using the phases in order to properly differentiate the material exhibited in museums with "visual conceptual facilitators (VCF)".

I refer to the example of the National Archaeological Museum which is the largest museum in Greece and one of the most important in the world.

Figure1. Intervention programs in museum by using the phase of the TISIPfSENs



The results of the second research question formulate the pedagogical characteristics and the level of readiness of the philologists who undertake differentiated interventions in the language through the content, the exhibits and the virtual visits to the museums.

The level of readiness is determined by the training of teachers in the intervention phases with the pedagogical tool the TISIPfSENs

The results showed that people's disability does not always mean impotence.

Accessibility to museum programs and theatrical events in modern organized societies is possible.

The learning process becomes accessible with the pedagogical tool TISIPfSEN to people with special needs.

Necessary conditions, knowledge in the SET and the necessary training of all according to universal design.

In conclusion, TISIPfSEN museum pedagogical programs facilitate different social groups in approaching, understanding the differential material culture, with alternative forms of communication and learning, given that heterogeneity in nature is a universal phenomenon.

