Technology In Schools Articles

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educational inequalities have strongly impacted disadvantaged and underservedpopulations such us indigenous roma migrant children students with disabilities and those affected by poverty a wide array of research has contributed toexplaining the mechanisms and effects of

inequalities in the achievement patterns dropout rates disengagement in the school experiences of children and youthtraditionally excluded research also suggests the negative consequences for childdevelopment including cognitive language and social emotional functioning ofpoverty and lack of quality education in the early years consequently the currentunequal access to optimal learning environments for every single child to succeedin education and to have a better life perpetuates the exclusion and neglects theright to education for those minorities this research topic aims at moving beyondcauses and shed light upon effective solutions by providing successful pathways forintegration and inclusion of the learners most heavily affected scholars worldwide are looking for successful actions with children youth andcommunities of learners historically underserved to overcome educational andsocial exclusion these transformative approaches go beyond the deficit thinkingand are grounded in theories empirical evidence and multidisciplinary interventionsoriented towards achieving social impact which refers to the extent to which thoseactions have contributed to improve a societal challenge the international networkof schools as learning communities is advancing knowledge on deepening andexpanding the impact of what has been defined as successful educational actions seas that is those interventions that improve students achievement and socialcohesion and inclusion in many diverse contexts regardless the socioeconomic national and cultural environment of schools drawing on the evidence generated by this network of researchers to address the globalchallenge of inequality by studying educational actions oriented towards achievingsocial impact and potentially transferrable to other contexts this research topic aimsat deepening on this approach in short our purpose is that the contributions includedin this research topic contribute to reduce educational and social inequalities andespecially benefit those populations most in need

in its exploration of key debates related to curriculum pedagogy and policy severe profound and multiple learning difficulties in school provokes thinking about how we reach decisions related to vulnerable learners the book discusses a number of dilemma stories from teachers of learners with severe profound and multiple learning difficulties spmld these highly evocative accounts of real situations from real classrooms serve as allegorical exemplars in relation to a range of ethical theories and prompt further dialogue and reflection challenging the suggestion that teaching some learners is distinct from teaching other learners the central argument of this book is that the teaching of those with spmld should adopt a topographical approach in order to be effective and ethical seeking to look beyond the superficiality of the labels that have been applied to them just as a topographical cartographer or landscape artist strives to see the bigger picture and represent reality the topographical teacher should seek new knowledge about their pupils and look beyond any pre conceived labels this book serves to enable professionals involved in the education of those with spmld to engage in reflection dialogue and enquiry it is an essential resource to support further study and continuing professional learning as well as an intellectual toolkit to support developing policy and practice

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